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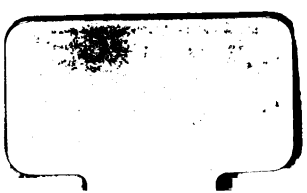

CHAMBERS'S

Graduated Readers.

Book II.

W. & R. CHAMBERS,
LONDON AND EDINBURGH.

1882.

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Preface.

THE Lessons in this SECOND BOOK form a slight advance upon those in the First; but the same main purposes have been kept in view in framing the lessons—interest, variety, flexibility of style, fluency of rhythm, and ease in reading aloud.

Care has been taken to introduce conversation and dialogue in many of the lessons. Experienced teachers know well how much this conduces to a natural and lively style of reading, and how it excludes dulness and monotony.

Difficult words—whether difficult in form or in meaning, to the eye or to the mind—have been carefully avoided, and reserved for later Books.

The Tabular Exercises in Spelling are intended to train the pupil to recognise the functions of words by the changes in their form. Full lists of words for spelling are also given.

The Exercises in Grammar are adapted to this stage; and it is hoped that they will be found useful as well as interesting.

Lists of Common Words, the Multiplication Table, and Pence Tables, will be found at the end.

EDINBURGH, *June* 1882.

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CHAMBERS'S
GRADUATED READERS.
BOOK II.

IF YOU WANT A THING DONE, DO IT YOURSELF.

wheat	read'-y	moth'-er	an'-gry
sum'-mer	fright	friends	lon'-ger
kind'-ly	heard	hur'-ry	our-selves'
near'-ly	a-fraid'	field	done

kin, people related to you, like brothers, cousins, and aunts. | **next of kin**, the nearest relatives.

1. Once upon a time, a lark had a nest of young birds in a field of wheat. The summer had been warm and kindly; and the wheat was nearly ripe.

2. One day, the farmer and his son came to look at the crop, and to see if it was ready to cut.

3. 'Well,' said the farmer to his son, 'I think this field of wheat is ripe; so you had better go and ask our friends to come and help us to cut it. I am sure they will be glad to come and lend us a hand.'

4. The young larks were in a great fright when they heard this. So, when their mother came back, they told her what the farmer had said.

5. 'Oh! don't you be afraid,' said the mother; 'the wheat is not going to be cut just yet. If they wait for their friends to come and help them, they will have to wait a little longer.'

6. Next day the farmer and his son came to the field. But they saw no friends there; no one had come to help them to cut the wheat.

7. Then said the farmer to his son: 'Go and beg our next of kin to come and help us. *They* are sure to come.'

8. Then the young larks were in great fear again; and again they told their mother what they had heard.

9. 'Never fear,' said the mother; 'the wheat will not be cut just yet. Keep quiet;

wait a little; we need not be in any hurry to go.'

10. Next morning, the farmer and his son came again to the field; but no one was there. But now the farmer was angry; and he said to his son: 'This will never do; we must not put off any longer; we must set to work and cut the wheat ourselves.

11. 'It will not do to trust to any one. You and I must go to work at once.'

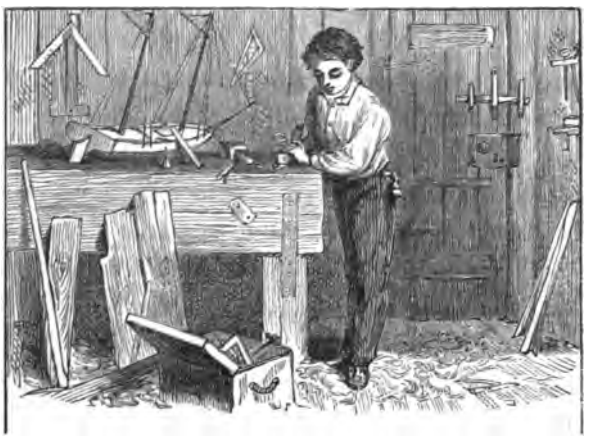
12. Then the old lark said to her young ones: 'Now it is time for us to go. When a man takes his work into his own hands, it is sure to be done.'

EXERCISES.—1. Pronounce and write:

One, once	**Cut, cutter**
Kin, kinsman	**Anger, angry**
Fear, fright, afraid	

2. Mention or write down the names of six things in the lesson.

3. Tell which of the words in section 10 are nouns, and which verbs.



THE SECRET.

se'-cret	knock	kitch'-en	swift'-ly
sin'-gle	an'-y-bod-y	bright'-est	ex-press'
al-low'	laughed	col'-ours	when-ev'-er
broth'-er	ham'-mer-ing	un-tied'	wea'-ther

glid'-ed, slid easily.

1. Tom had a secret. He kept it all to himself, and would not tell a single person; for then indeed it would have been a secret no longer. Perhaps his mother knew something; but she was silent, and never even spoke to Tom about it.

2. Every day Tom went off to a little workshop that his father had let him work

in; and he would lock the door and take out his tools. He would stay there a long time, and not allow his sister Ann or his little brother Harry to come in.

3. How much they wished to find out what he was doing! They would knock at the door and shout: 'Do let us come in! Do let us come in! We won't tell anybody!' But Tom only laughed, and said they must be content to wait a little longer.

4. They could hear him at work, planing, sawing, hammering; but they could not guess what he was making. It might be a cage—or a rabbit-hutch—or a box—or a mouse-trap—or a water-mill—or something for the kitchen or for one of the bedrooms.

5. By and by little Harry's birthday came. He was just six years old. His father, his mother, and his sister Ann each gave him a nice little present. Then Tom asked them all to come out to the pond and see what he had been making for Harry. And what do you think it was?

6. It was a pretty little ship—painted within and without in the brightest colours. Its white sails were spread to catch the wind; and, when Tom untied the string

which held it fast, it glided swiftly over the water.

7. This was Tom's secret; and Harry could hardly find words to express how

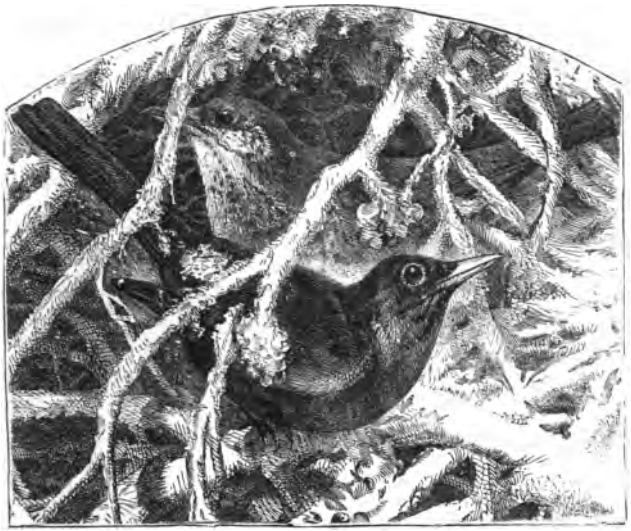
pleased he was with so pretty a present. And, whenever the weather was fine, Harry would be found proudly sailing his boat upon the pond.

EXERCISES.—1. Pronounce and write:

Speak, speech	**Saw, sawyer**
White, whiteness	**Sail, sailor**
Moon, month	

2. Mention or write down the names of eight things in the lesson.

3. Tell which of the words in section 2 are nouns, and which verbs.



TO A BLACKBIRD.

black'-bird	**gen'-tle**	**cher'-ries**	**throw**
down'-y	**bright**	**ground**	**pray**
young	**sum'-mer**	**crumbs**	**pret'-ty**

down'-y, lined with small soft feathers.

1. Stay, dear blackbird, with me stay;
   Why wilt thou fly from me, I pray?
   Stay, and sing thy pretty song;
   I will not keep thee here too long.

2. I would not rob thy downy nest
   Of the young ones thou lov'st best;

I would not hurt thy gentle wing;
Stay, dear blackbird, stay and sing.

3. In bright summer I 'll give thee
Red, ripe cherries from the tree;
When the ground is white with snow,
At the door some crumbs I 'll throw.

4. Stay, dear blackbird, with me stay;
Fly not yet from me, I pray!
Stay and sing thy pretty song;
I will not keep thee here too long.

Mrs Veitch.

THE LION AND THE MOUSE.

A FABLE.

hunt'-ing	**tic'-kled**	**crea'-ture**	**nib'-bled**
be-neath'	**a-woke'**	**hunt'-er**	**gnawed**
leaf'-y	**an'-ger**	**roared**	**for'-est**

spare me, do not take my life, *or* do not punish me.
pant'-ing, breathing hard and quickly.
prey, animals caught for food by stronger and wilder animals than themselves.
en-tan'-gled, caught and stopped.
elf, a kind of small fairy.
re-gard', look upon.

1. A lion had been hunting through the whole of a long hot day. At last, tired out, he lay down to rest, a little before sunset, beneath the leafy branches of a thick shady

oak. While he was sleeping, a band of field-mice, that lived among the roots of the oak-tree, began to play at hide-and-seek.

2. One of them ran over his nose, which tickled him and awoke him. He growled in anger; and, quickly putting out his paw, he caught one of the little mice.

3. He was just going to put the little mouse to death, when the poor trembling creature looked up in his face, clasped together its little paws, and said: 'Oh please, sir, I'm very sorry; but we did not mean to wake you. We were only playing. Think how big and strong you are, and how very small a little mouse is, and spare me.' The lion was good and gentle; and let him go.

4. Not long after, the strong lion was caught in a snare which had been set for him by some hunters. He tried to get out; he tugged and tugged; he rolled over and over; he bit and bit; he roared again and again; but he could not get out. The ropes were too strong for him, and held him tight.

5. The mouse heard his roar; and knew the voice of the lion that had been so kind to him. So it ran up and said: 'Fear

nothing, great sir; I can get you out very soon. I will nibble away at the knots. Just you keep quiet!'

6. So it set to work, and nibbled and gnawed, and nibbled and gnawed, at each of the knots, until its big friend was able to step out and to feel that he was free.

7. 'Good-morning, and thank you very much!' said the lion, as he bounded into the forest, and was out of sight.

EXERCISES.—1. Pronounce and write:

Hunt,	**hunter**	**Mouse,**	**mice**
Play,	**playmate**	**Gnaw,**	**gnat**
See,	**seer,**	**sight**	

2. Mention or write down the names of six things in the lesson.

3. Tell which of the words in section 5 are nouns, and which verbs.

THE LION AND THE MOUSE.

(IN VERSE.)

be-neath'	pant'-ing	him-self'	de-serves'
for'-est	hum'-ble	lit'-tle	an-oth'-er
might'-y	sud'-den	ti'-ny	re-gard'
roy'-al	en-tan'-gled	nib'-bled	broth'-er

1. A lion slept beneath the shade
Of an old forest oak;
Around the beast some field-mice played,
And the great king awoke.

2. One in his mighty paw he caught,
And would have put to death,
When, looking in his royal face,
It spoke, with panting breath.

3. 'O spare me, royal sir!' it cried,
'O spare thy humble slave.
Thou art a lion, I a mouse:
'Twere best my life to save!'

4. The lion heard, and pity moved
His heart the mouse to spare,

He thought how very small it was,
And freed it then and there.

5. Soon after, hunting in the woods
And looking out for prey,
Sudden entangled in a snare,
He could not get away.

6. In vain he bit, and strove, and roared:
He could not free himself;
When from its little hole ran out
A tiny little elf.

7. It was his friend the little mouse,
Which told him to lie still,
And with its little teeth it would
Him free from every ill.

8. It set to work, and nibbled hard
The ropes that bound him fast,
Till, one by one, the ropes gave way,
And set him free at last.

9. 'I thank you much,' the lion cried;
'One turn deserves another;
Even a lion must regard
A mouse as little brother.'

TOM SMITH'S DOG.

to-ge'-ther	slipped	wag'-ging	laughed
birth'-day	lob'-by	trou'-sers	teach'-er
a-round'	walked	pleased	whis'-pered
shag'-gy	hap'-pened	dog'-gie	morn'-ing
mer'-ri-ly	les'-sons	chil'-dren	un-der-stood'

1. Little Tom Smith had a fine large dog, named Rover. Tom and Rover were great friends, and used to play together nearly all day long.

2. When Tom's sixth birthday came, he had to go to school. Tom was glad to go, but he was very sorry to leave Rover at home. When the time to start came, he put his arms around the dog's shaggy neck and whispered something in its ear. He would not tell what it was, but ran merrily off to school.

3. After school had been in about an hour, a great dog came and stood at the front door, and, as soon as he had a chance, slipped into the lobby. He walked about

through the lobby, and up and down the stairs, smelling at everything he came to.

4. It happened that nobody saw him, for all the teachers and pupils were in their rooms, busy with their lessons. At last Rover—for it was he—came to a little cap and coat that he knew. 'Ha! ha!' thought he to himself, 'these are my little master's.'

5. So he took them in his mouth and walked in at the open door of one of the school-rooms, and there he saw Tom. He walked up to him, wagging his tail, and looking very glad.

6. He laid Tom's cap and coat in his lap, and then took hold of his trousers with his teeth and began pulling him. This was his way of saying: 'Come on, Tom! let us go home.'

7. Little Tom was so pleased to see Rover that he forgot where he was. He threw his arms around him, and said, right out in school: 'I knew you would come for me, you dear old doggie!'

8. All the children laughed, and the teacher laughed too. Then she told Tom that he might take his dog home.

9. What do you think it was that Tom

had whispered to Rover that morning? Do you believe that Rover understood him?

EXERCISES.—1. Pronounce and write:

School, scholar	**Sorry, sorrow**
Merry, merrily	**Think, thought**
Say, said, saying	

2. Mention or write down the names of six things in the lesson.

3. Tell which of the words in section 3 are nouns, and which verbs.

GOING TO SLEEP.

hap'-py	flock'-ing	sun'-shin-y	bare
pleas'-ant	path'-way	lin'-ger	pray'-ers
shades	won'-der	blue	heav'-en-ly

1. Happy stars, in pleasant places,
Will you turn your happy faces,

So that I can see you shine,
In this little bed of mine?

2. When the shades begin to fall,
You come flocking, one and all,
Up the pathway of the skies,
With a smile in your sweet eyes.

3. And I wonder where you stay,
All the bright sun-shiny day;
Why you never linger long,
When the bird begins his song.

4. While I go to sleep, dear star,
Will you stay just where you are?
So that I may find you there,
Not the sky all blue and bare?

5. With my little prayers all said—
Prayers for love and daily bread—
I may hear the songs you sung,
When the Heavenly Child was young.

KEEPING HOUSE—I.

pleas'-ant	quar'-rel	fan'-cy	for-lorn'
play'-ing	wor'-ried	reas'-on	wip'-ing
house'-keep-ing	seem'-ing-ly	be-lieve'	door'-way
a-gree'	trou'-ble	af-fair'	dis'-tance
ket'-tle	stand'-ing	un-hap'-py	a-gain'

for-lorn', in very low spirits.

1. It was very pleasant playing at house-keeping, but Herbert and Maggy did not always agree about things. Sometimes Maggy wanted the fish-kettle to be on the fire, when Herbert would have it that they had dined, and that the tea-kettle must be put on.

2. Then, if the one would not give in to the other, a deal more would be said about it than need have been said. And, sometimes, the children would even so far forget themselves as to quarrel.

3. Once they worried themselves about a very little thing. Their father was walking in the garden, and saw Herbert standing on the grass, and seemingly in great trouble.

4. He was standing by himself, and looked as if he were very much put out. His father walked up to him, and then the boy looked up.

5. 'Father,' said he, in a sad voice, 'what must we do? for Maggy says she will never come out of our house again as long as she lives!'

6. 'That is an odd fancy,' said the father; 'but what is the reason of that? Perhaps she finds it so very pleasant; or perhaps you have vexed her?'

7. 'No,' said Herbert, looking at the same time very much vexed himself; 'I've been doing nothing to her. I've only been working in her garden, and now she says she will not come out of the house, and I believe she never will.'

8. 'Let us go and see what is the matter with her,' said the father; and he walked up to the play-house. Herbert came on

slowly behind, looking as if he thought it a very hopeless affair.

9. When the father reached the door of the little house, he looked in, and there sat Maggy on a large flower-pot turned upside down.

10. She looked very unhappy and forlorn; the tears were on her dirty little face, and in one hand she held the corner of her little apron, with which she had been wiping them away.

11. Her father stood in the doorway, and Herbert behind him, though at a little distance.

12. 'Well, Maggy,' said her father, 'what are you sitting there for?'—'I am not coming out again!' said Maggy, and the tears began to run down her cheeks once more.

EXERCISES.—1. Pronounce and write:

Please, pleasure	**Vex, vexation**
Agree, agreement	**Hope, hopeless**
Sit, sitter, seat	

2. Mention or write down the names of six things in the lesson.

3. Tell which of the words in section 10 are nouns, and which verbs.

KEEPING HOUSE—II.

win'-ter	cry'-ing	cheer'-ful-ly	gar'-den
sum'-mer	black'-bird	bold'-ly	thought
mat'-ter	shock'-ing	for'-ward	con-tent'

1. 'It will not be very nice living here, winter and summer, night and day,' said her father; 'but you can try it. But, first of all, let us know what is the matter.'

2. 'Matter enough,' said Maggy, crying more and more. 'I shall never come out again!'

3. 'Very well,' said the father; 'but I want to know why.'

4. 'Because Herbert is so unkind—he has done *such a thing!*' said she.

5. Herbert, who stood near enough to hear every word that passed, now broke a little stick in two, which he was playing with, and looked more out of sorts than ever.

6. 'What has he done?' asked her father. 'Oh, *such a thing!*' said she. 'He has buried a dead blackbird, that he found under a tree, in my garden. Was it not shocking?'

7. Herbert was just ready to run away, but he stopped one minute to hear what his father would say.

8. 'Never mind that!' said he, quite cheerfully; 'and don't stop for ever in your house for such a thing as that!'

9. 'Now, was it so *very* bad, papa?' asked Herbert, coming boldly forward; 'and need Maggy stop all her life in her house for that?'

10. 'I should think not,' said he. 'But Herbert, if you have any more blackbirds to bury, put them either in your own garden or in mine. I don't mind, nor do you; but Maggy does, you see.'

11. Maggy rose up from her flower-pot; her father wiped away her tears, and Herbert said he would dig the old blackbird up from her garden, if she liked, though it was very deep.

12. Maggy asked her father what he

thought about it; he thought it had better stay where it was. Maggy was content, and Herbert felt happy once more.

Mrs Howitt.

Exercises.—1. Pronounce and write:

Know, knowledge	**Die, death**
Bury, burial	**Dig, digger**
Deep, deepen, depth	

2. Mention or write out the names of six things in the lesson.

3. Tell which of the words in section 11 are nouns, and which verbs.

EVENING.

day'-light	**leave**	**cease**
sun'-beam	**home'-ward**	**play**

1. The quiet daylight dies,
   The sunbeams leave the sea,
   The stars and moon arise,
   And homeward flies the bee.

2. Past is the summer day,
   The sun sinks in the west;
   'Tis time to cease from play;
   'Tis time to go to rest.

THE PARROT.

cap'-tain	walked	mon'-key	teach'-a-ble
sailed	bas'-ket	splen'-did	nois'-es
world	guess	par'-rot	learned
dis'-tant	brought	crim'-son	clothes'-man
wo'-men	clapped	Af'-ri-ca	bis'-cuit

splen'-did, very fine looking. | teach'-a-ble, easy to be taught.

1. Lucy had a great friend, the captain of a ship which sailed to many far-off parts of the world. He now and then brought her pretty things from distant countries, where the sun is much hotter than he ever is here, and where the skins of men and women are not white, but black or brown.

2. One morning he walked into the house with a basket in his hand. The basket had an odd shape; and there was something in it.

3. 'Guess what I have brought you!' he said; and Lucy jumped up and clapped her hands.

4. 'A monkey?' 'No!'—'A white mouse?' 'No!'—'A little dog?' 'No, no; nothing of that kind.'

5. Then, without asking her to guess any more, he put his hand into the basket and brought out a splendid gray parrot, with a bright crimson tail. He had brought it for her from the west of Africa.

6. So Lucy had a new pet; and she set to work to teach it to talk. It was very good and very teachable.

7. It soon began to pick up words—like 'Poor Poll!' 'Pretty Poll!' 'Poll wants nuts!' And, in a short time, it could bark like a dog, mew like a cat, and make many kinds of odd and funny noises.

8. It also learned to give the street-cries —the cry of the milkman, of the baker, and the funny cry of 'O' clo!' which the old

clothesman utters as he goes along the streets.

9. Lucy was never tired of talking to it; and, when it said anything very funny, she would give it a lump of sugar or a piece of nice biscuit.

EXERCISES.—1. Pronounce and write:

Walk, walker	**Nut, nutcracker**
Africa, African	**Milk, milkman**
Learn, learner, learning	

2. Mention or write down the names of six things mentioned in the lesson.

3. Tell which of the words in section 7 are nouns, and which verbs.

KIND MAGGY.

Mag'-gy	**laugh**	**cough'-ing**	**smil'-ing**
heard	**cro'-cus-es**	**cur'-rant**	**when-ev'-er**

1. She's coming— she's coming— sweet Maggy,
I heard her gay laugh as she spoke;
And caught, as she passed the window,
A gleam of her pretty red cloak.

2. She's here with her hands full of snow-drops
And crocuses yellow and white,

For dear little Dick, who 's been coughing
And crying so sadly all night.

3. And there, on her arm, is her basket;
Up-stairs I must after her go,
For I 'm sure—and I needn't ask it—
She is come to see Dicky, you know.

4. Yes, there she is setting before him
Some neatly cut slices of ham;
Some eggs, and some bright sugar-candy,
And very nice black-currant jam.

5. She bids me go down for a tea-spoon,
As over him smiling she stands,
And dear little Dicky is laughing,
And clapping his white little hands.

6. Whenever he sees little Maggy,
It makes him feel happy and gay;
She carries such sunshine around her,
Even on a dull winter day.

COAL.

earth	stretch	light	cooks
beams	Eng'-land	pass'-ages	boils
moist	burnt	picks	gas
coal'-mines	rail'-roads	bright	hous'-es

1. Coal is the name of a kind of black stone which we burn and make our fires with. This stone was once wood. The wood lay a long long time deep in the earth, and in time it slowly became stone.

2. Coal, then, is made from trees which once upon a time grew tall and strong in the hot beams of the sun. They lived, and died, and fell, and sank in the moist earth; and now we call this black thing that at one time was wood by the name of **coal**.

3. Men go down into deep deep pits

Coal-miners at Work.

to dig it up. These pits are called coal-mines; and in some parts of England and Wales they stretch under the bed of the sea.

4. The men who work in them are called miners. Their work is very hard; and now and then they lose their lives. There is much gas among the coal; and this sometimes takes fire; and the men are burnt to death.

5. In coal-pits there are little railroads; and along these lines small horses draw the cars that are filled with coal. Some of these horses live all their lives in the pit, and die there. Some of them have never seen the light of the sun, but live and do their work in the dark.

6. The men employed in the pits have small lamps in front of their caps, which give them light to work by. In some parts of the mine, the passages are so small, that the men have to lie on their backs to cut out the lumps of coal with their picks.

7. Coal is of great use. It makes bright fires; and these make our rooms warm. It cooks our food; it boils the water to make our tea; and from coal we make the gas which lights up our houses and our shops, and the streets at night.

EXERCISES.—1. Pronounce and write:

Burn, burner	**Work, worker**
Road, roadster *	**Dark, darkness**
Coal, coal-mine, collier	

2. Mention or write down the names of six things used in a coal-mine.

3. Tell which of the words in section 2 are nouns, and which verbs.

* A horse used for work on the high-road.

THE ONE-EYED CREATURE.

peo'-ple	pieo'-es	crea'-ture
trav'-elled	scoured	some'-times
com'-pan-y	pol'-ished	bon'-nets
suf'-fer-ing	man'-ners	pin'-a-fores
re-ceived'	scrubbed	ma-chine'
called	stopped	gal'-lop
through	grind'-stone	ter'-ri-ble

pol'-ished, made very shiny and smooth.

1. Most people have two eyes; I have only one. Most people have a head; I have none at all. Most people have two legs; I have none. The eye that I have—my only eye—is not for seeing; but first I must tell you when and where I was born.

2. I was born about four years ago, and have travelled a good deal since. People do say, since I have been so much about in the world, that I am very sharp, and that I know how to take care of myself. I am almost always in the company of ladies; though some of them are not very fond of me.

3. I was first of all taken out of a dark hole in the ground called a mine. I was at

that time known by the name of *iron*. After suffering a great deal from very hot fire and from very cold water, I received the name of *steel*.

4. Then people began to draw me out; and at this time of my life they called me *wire*. And very wiry I had need to be, as I had so much to *go through*. At length a man came up with a large pair of shears, and cut me into small pieces.

5. Then I was put in the fire again, and rubbed and scraped and scoured and filed, to make me round and polished. They do say that all well-bred people should have polished manners.

6. I did not like being scrubbed and filed in this way, and at last, the filing man stopped; he thought I had had enough.

7. So he handed me over to another man, who rubbed me against a hard grindstone. This was to give me a point. And a very pointed creature I have been ever since. In fact, I am all eye and point!

8. But they had not done with me yet. They laid me on my side on a piece of lead, put a sharp tool into the flat end of me, struck the tool with a hammer; the

hammer came down with a sharp bang; and there was a little hole in me. This small hole is called my eye.

9. I try to be as useful as I can; I am often at work from early morning till late at night. Sometimes I work all the night through. I stitch. I do nothing but stitch. I can make dresses and bonnets and shirts and pinafores and many other things.

10. Nowadays some clever people have put me into a machine; and I gallop up and down at a terrible rate, and do ten times the work I ever did before.

11. What, then, is my name? I—who have been iron, steel, and wire—who have only a point and an eye—who am so useful—who work by hand or in a machine—what is the name by which I am called?

EXERCISES.—1. Pronounce and write:

See, sight	**Suffer, sufferer**
Travel, traveller	**Hammer, hammerer**
Hand, handy, handicraft	

2. Mention or write down the names of six things in the lesson.

3. Tell which of the words in section 4 are nouns, and which verbs.

THE WOODS.

bow'-er, a place shut in by branches and leaves. | **mirth**, fun and happiness.

Oft in leafy woodland bowers
Passed we many happy hours—
Hours of play and mirth and song—
With the friends we 've loved so long;
And, when past is winter's rain,
With the sun we 'll come again.

BUDS AND LEAVES.

be-gins'	**wrapped**	**cov'-ered**	**a-mong'**
show'-ers	**blan'-ket**	**leaves**	**size**
knots	**cra'-dle**	**o'-pen**	**mid'-dle**
branch'-es	**waits**	**big'-ger**	**sum'-mer**

ti'-ny, very small. | **tucked up**, wrapped up very close.

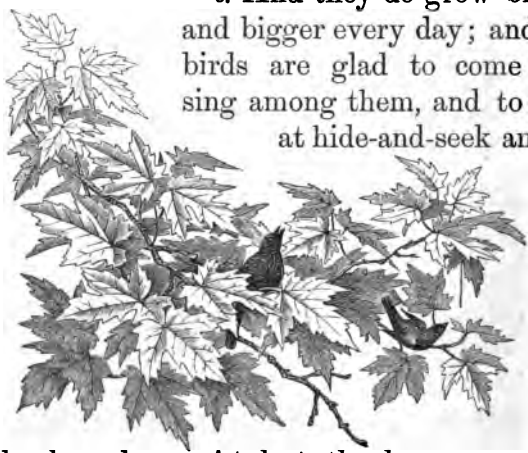
1. When spring has come, the sun begins to shine brightly, the warm winds begin to blow, and soft showers to fall. Then the little buds burst, the leaves come out, and begin to show themselves in the open air.

2. All the winter these buds have been just like hard little knots here and there on the slender branches of the trees.

3. Crushed up very small, wrapped in a tiny warm blanket, tucked up in a little brown cradle—the leaf waits till the warm sun comes back again, and the days grow longer and longer.

4. In the winter the branches are bare, and are sometimes covered with snow.

5. But the bright sun and the soft rains melt the snow, and warm the buds; and the leaves begin to peep out of their cradles, to throw off their blankets, and to grow bigger and bigger in the warm open air.



6. And they do grow bigger and bigger every day; and the birds are glad to come and sing among them, and to play at hide-and-seek among the branches. At last the leaves come to their full size in the middle of summer.

EXERCISES.—1. Pronounce and write:

Begin, beginner	**Long, length**
Wrap, wrapper	**Open, opening**
Sun, summer, sunny	

2. Mention or write down the names of six things in the lesson.

3. Tell which of the words in section 1 are nouns, and which verbs.

THE LITTLE BROWN BIRD.

sha'-dy	tur'-nip	chil'-dren	sweet'-bri-er
him-self'	feast'-ed	twit'-ter	blos'-soms
a-way'	daint'-i-ly	dais'-ies	pret'-ty
break'-fast	par'-son-age	beau'-ti-ful	pa'-rent
near'-est	nurs'-er-y	steal'-ing	hur'-ry-ing

par'-son-age, the house where the clergyman of the parish lives.

1. A little brown bird built a little brown nest
Up in a shady tree;
And in it there lived his little brown wife,
And little brown children three.

2. When the round red sun got up in the morn,
The little bird got up too;
He shook himself, and he plumed himself,
Before away he flew.

3. 'Good-morning,' he said to his little brown wife.
'Good-morning, my dear,' said she;
'Make haste, and bring some breakfast nice,
For myself and the young ones three.'

4. Then first he flew to the nearest road,
To see what he could find;

And nothing was there but a little crust,
Which a child had left behind.

5. Then off he flew to the turnip field,
And there better luck had he;
For he found a grub and a worm or two—
So they feasted daintily.

6. Close by there stood the parsonage house,
O'er which the ivy clung;
The brown bird perched on a spray of it,
And a merry song he sung.

7. And in the nursery of that house,
Three children lay in bed;
The little bird sang his song to them,
And this is what he said:

8. 'Twitter, twit, twit; arise, arise;
The bright round sun is up in the skies,
And each little flower has opened its eyes;

'The daisies around so thickly spread,
With tiny round face and white frilled head,
Look just like babies fresh out of bed.

9. 'Get up, get up, 'tis a beautiful day,
The brisk little breeze is up and at play,
Stealing the sweet-brier's scent away;

'And then he shakes the apple tree,
Till the blossoms fall as thick as can be,
Like a pretty pink cloud —come out and see!

10. 'Each parent bird from its nest has flown;
The busy bee to his work is gone,
And with heavy wing is hurrying on.

'Then sleep no more this bright fine day,
For the brisk little wind has told me to say,
He wants you all to come out to play!'

THE FOX AND THE GRAPES.

tak'-ing	tink'-ling	hang'-ing	juic'-y
coun'-try	knew	walked	sneaked
thirst'-y	brought	touch	mut'-tered

1. A fox was one day taking a walk in the country. It was a hot summer day; and the heat soon made him feel very thirsty. No spring of clear fresh water was near; his ears could not catch the sound of a tinkling brook; and he knew of no pond that he could run to.

2. As he went on, his walk brought him to the wall of a garden. Looking up, he saw some large bunches of ripe grapes

hanging near the wall. 'These are the very things for me,' he said to himself.

3. He walked back, turned, took a run and a big jump. But he missed the grapes, because they were so high. He took another, but did not come near them. 'Aha!' he cried, 'I 'll have them this time! I 'll take a long run.'

4. So he went back, and took a long run and a big leap; but he did not even touch the lowest grapes of the bunch. 'I must try again! They are worth trying for!'

5. So he took another long run and another high leap; but he was no nearer than before. Leap after leap he made; but the big juicy grapes still hung there, untouched and untasted.

6. At last he gave it up, and slunk away. As he sneaked off, he muttered to himself: 'I don't care! They're sour and nasty; I would rather not have them.'

EXERCISES.—1. Pronounce and write:

Thirst, thirsty	**Fresh, freshness**
Juice, juicy	**High, height**
Sun, summer, sunny	

2. Mention or write the names of six things in the lesson.

3. Tell which of the words in section 2 are nouns, and which verbs.

THE FOX AND THE GRAPES.

(IN VERSE.)

scorch'-ing	creep'-ing	climb	a-way'
wear'-y	lift'-ed	strength	bit'-ter-ly
parched	sur-prise'	leaped	sour
com-plaint'	weren't	prize	an'-y-bod-y

1. The sun was scorching hot,
And all the brooks were dry;
A tired and thirsty fox
With weary limbs came by.

2. 'No water anywhere!
I feel quite like to faint;
My mouth is parched and sore,'
Was Foxy's sad complaint.

3. When creeping past a wall,
He lifted up his eyes;
A bunch of juicy grapes
He sees with glad surprise.

4. 'What large and juicy grapes!
The very thing for me!
I wish they weren't so high,
Or I could climb a tree!'

5. And then, with all his strength,
He leaped into the air;
Again, again he jumps;
But still the grapes hang there.

6. Weary at last, the fox
Gives up the juicy prize;
And, as he limps away,
Thus bitterly he cries:

7. 'The grapes may look quite ripe;
I'm sure that they are sour.
Let anybody have them;
I'll think of them no more!'

NORTH, SOUTH, EAST, AND WEST.

twelve	**point**	**chief**	**mid'-day**
straight	**quite**	**sha'-dows**	**Aus-tra'-li-a**

Aus-tra'-li-a, a country in the Southern Seas about 13,000 miles from England.
noon, mid-day; twelve o'clock in the day.

1. It is twelve o'clock. The sun is high in the sky. It is hard to look at him; he shines so bright.

2. But, if we look at him and hold out our arm and hand straight in front of us, our

hand will point to the **South.** The sun is in the south **at twelve o'clock.**

3. If we now turn our backs to the sun, and look the other way and hold out our hand straight in front, we shall point to the **North.** The north is where cold winds blow and cold lands lie; the south is where warm lands are, and where tall trees with broad leaves grow.

4. Now let us stand with our face to the north, and hold out our arms and hands straight from the side. Then our right hand will point to the east; and the left hand will point to the west.

5. In this way we shall know and be quite sure of the **four chief points.** The sun rises in the east, and sets in the west.

6. He is in the South at noon or mid-day; and the shadows of men, of poles, of trees, and of all kinds of things point straight to the North.

7. The **East** is where we see the sun rise. The **West** is where we see him set.

8. The **South** is where he is at mid-day. The **North** is where all shadows point to at noon.

9. But if we go to the other side of the world—to Australia—we shall see that the sun is in the north at mid-day; and our shadow points to the south. But, in Australia, or in any country whatever in the world, he still rises in the east, and sets in the west.

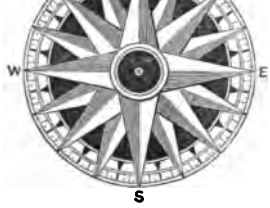
10. In Australia, the north wind is a hot wind; and the south wind a very cold wind. This is not the case with us. The north wind is one of the coldest winds we have.

EXERCISES.—1. Pronounce and write:

Twelve, twelfth	**Point, pointer**
High, height	**Sun, sunny**
Cool, cold, chill	

2. Mention or write down the names of the four chief points.

3. Tell which of the words in section 9 are nouns, and which verbs.



THE TWO FRIENDS.

coun'-try	cun'-ning	yelp'-ing	hun'-dred
whist'-ling	an'-y-thing	scratched	quick'-ly
ken'-nel	ut'-tered	clothes	car'-ried
clev'-er	dis-tress'	showed	for-got'

1. Bob Brown and his little dog Spring were two fast friends. Bob never thought of taking a walk or of going into the country without whistling for Spring; and Spring would come out of his little kennel, bounding, and racing, and jumping high up on his dear friend Bob.

2. Bob taught his dog a great many clever tricks and cunning feats; and Spring was a very quick learner. Bob often said that Spring could do almost anything in the world but talk. Well; he could not talk; but one day he told Bob's father something worth knowing, though he could not talk. And this is the way he did it.

3. One bright summer afternoon, Bob strolled with Spring down to the bank of the river, where some logs were floating. Bob jumped on one of the logs; the log turned; and Bob fell into the water. He could not swim, and he called, and called—as loud as he could for help.

4. Poor little Spring uttered a long cry of distress. If he had been a big dog—such as a Newfoundland*—he would have jumped in and brought his little master out. But he could not; and so he did what was the next best thing. He ran about barking and yelping; and, as no one came, he ran off to the house as fast as he could.

5. The door was shut; but he scratched at it and barked and barked, until Bob's father himself came and opened it. Then

* A large kind of dog found in Newfoundland, an island of North America.

he caught hold of Mr Brown's clothes, ran to the door, back again, catching at him again—then off to the door again; and by every sign he could make he showed that he wanted the father to come with him.

6. So Mr Brown started off, and made all haste to the bank of the river—which was only a hundred yards off. There he saw his boy's hat floating on the water; and his little hands thrown up.

7. He sprang in just as the boy was going down for the last time, and quickly carried him to the bank. Spring jumped for joy and barked, and ran round and round them all the way home. Bob was taken home, put to bed; and in a day or two he was quite well again. But he never forgot what Spring had done for him; and how, though he could not talk, he had yet told Bob's father that something was the matter.

EXERCISES.—1. Pronounce and write:

Quick, quickness	**High, height**
Haste, hasten	**Teach, teacher**
Swim, swimmer	

2. Mention or write down the names of six things in the lesson.

3. Tell which of the words in section 5 are nouns, and which verbs.

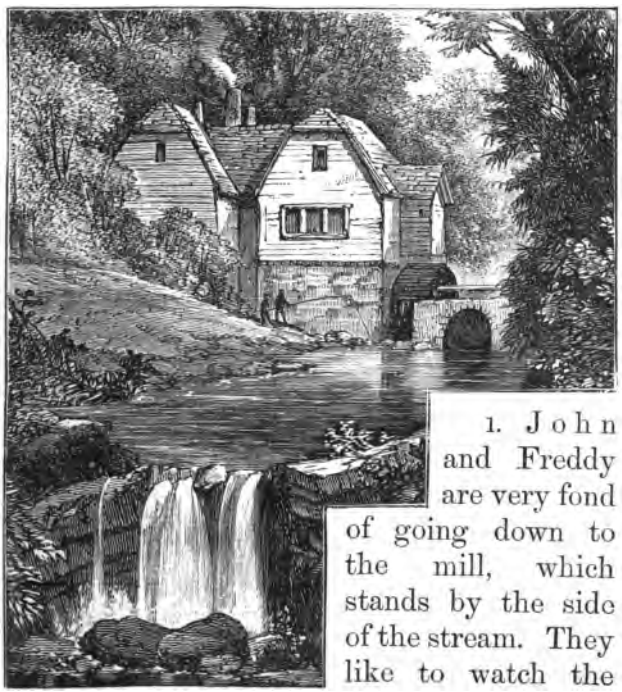
THE MILL.

watch	dus'-ty	be-tween'	oat'-meal
wheel	sacks	heav'-y	showed
in'-side	bar'-ley	ground	sift'-ed
mill'-er	hop'-per	flour	vel'-vet
noi'-sy	poured	grind'-ing	de-light'-ed

hop-per, an open wooden box through which grain passes into the mill.

sift'-ed, passed through a sieve.

bran, the light covering of the grains of wheat.



1. John and Freddy are very fond of going down to the mill, which stands by the side of the stream. They like to watch the

great wheel, as the water falls upon it, and turns it round and round. This great wheel outside the mill drives all the smaller wheels inside the mill, and makes them go too.

2. The miller is a very kind man; and, one day, he asked the two boys to come in and look round, and see what was going on. How noisy it was inside! It seemed just one big sound.

3. And how dusty it was! Round the sides of the mill stood big sacks of wheat, and oats, and barley. This is called *grist*; and, when people bring corn to be ground, they are said to bring 'grist to the mill.'

4. Then the miller showed them the hoppers into which the grist is poured. There was one hopper for wheat; another for oats; and a third for barley.

5. The miller poured some wheat into one hopper; and showed the boys how it ran down between two heavy stones, and was ground into flour. The stones for grinding fine flour are very very close to each other.

6. Then he poured some oats into another hopper; and they ran down between two other heavy stones, and were ground into

oatmeal. These two stones were not so close to each other as the stones for grinding flour.

7. At last he showed them how the flour is sifted until all the bran is taken out of it, and only the fine white flour—as soft as velvet, and as white as snow—is left.

8. The boys were delighted with all they saw. They thanked the miller again and again, and then ran home.

EXERCISES.—1. Pronounce and write:

Mill, miller	**Sieve, sift**
Wheat, wheaten	**Heave, heavy**
Grind, grinder, grist	

2. Mention or write down the names of six things that may be seen in a mill.

3. Tell which of the words in section 1 are nouns, and which verbs.

GET UP!

voice	plen'-ty	be-come'	ga'-ther
crow'-ing	doz'-ing	pre'-cious	dark'-some
plough	slum'-ber	buz'-zing	sha'-dy

1. What voice is *that*—that rings so clear,
The first in the morning that we hear?
'Up! up!' it says, 'an hour or more,
I have been crowing away at your door.

The horse has gone with the man to plough;
The milkmaid has started to milk the cow;
There must be plenty for all to do,
And all are up, my boy, but you!'

2. 'Up! get up!' cries the busy Sun;
'Is there not work enough to be done?
Are there no lessons to learn, I pray,
That you should be dozing your time away?
Who would give light to all below,
If *I* were idly to slumber so?
What would become of the hay and the corn,
Did I thus waste the precious morn?'

3. 'Up! get up!' cries the buzzing Bee;
'There's work for you as well as for me;
Oh, how I prize the morning hour,
As I gather sweets from the dewy flower!
Quick comes on the scorching noon,
And the darksome night will follow soon;
Soon must I leave these shady bowers,
When past and gone are the daylight hours!'

THE BOAT UPSET.

love'-ly	a-greed'	pres'-ent-ly	shrieks
chil'-dren	row'-locks	bal'-ance	strug'-gled
cried	en-joy'-ing	to-ge'-ther	luck'-i-ly
cap'-it-al	pret'-ty	stretched	shiv'-er-ing

row'-locks, places in the side of the boat for the oars.

1. It was a lovely day; and the broad river sparkled under the bright rays of the mid-day sun. 'Yes,' said Mr Wilson, 'I think it would be a very nice day for a row on the river.' And two of the children jumped up and cried: 'Oh yes, do let us go; Jenkins has a capital boat, and he will be very glad to take us out.'

2. Mrs Wilson agreed; the children were very soon ready; and they all started for

the river bank. There they found Jenkins; all took their seats in the boat; and he pushed off. 'Sit still, children! Do not move about in the boat!' said Mr Wilson, as the boatman was laying out his oars in the rowlocks.

3. The boat was a large one, and could not easily be upset. There were in it, besides the boatman, Mr and Mrs Wilson, their two boys and two little girls. They were enjoying the row very much.

4. The ripple of the water, the bright sunlight, the passing ships, the pretty country on the banks of the river, the fresh air—all joined to make them feel happy and even merry. Presently, the boys began to move from one side of the boat to the other.

5. 'Keep still, my boys!' said the boatman. They sat down and kept very quiet. But it was for a short time only. Tom wanted to have a stick that Ned was holding in his hand. He made a dart at it, lost his balance, and fell into the water.

6. Mr and Mrs Wilson both started up together, rushed to one side of the boat, and stretched out their arms to save him.

The other children clung to the seats. But the weight of the two grown-up people being thrown to one side of the boat, upset it; and at once all were in the water!

7. Then there arose shrieks and cries; and the poor creatures struggled hard in the water. The boat had turned right over; and Mr Wilson got hold of the keel.

8. One boy seized a floating oar. Most luckily, another boat was not far off; and the man who was rowing in it made way as fast as he could to the help of the poor drowning people.

9. He first of all pulled the boatman Jenkins into his boat; and then these two set to work to draw all the rest out of the water. In a minute or two they were all safe, seated on the cross-benches of the new boat—and well in the middle; sitting there, looking cold and blue, shivering and shaking, and the water streaming from their wet clothes.

10. Every one—and most of all, children—should be very careful and quiet when they are in a boat. They should obey the man who has charge of the boat, and never move about in it until he gives them leave.

Besides, people should learn to swim before venturing out in a boat of any kind.

EXERCISES.—1. Pronounce and write:

Spark,	**sparkle**	**Ease,**	**easy**
Weigh,	**weight**	**Sit,**	**seat**
Care,	**careful**		

2. Mention or write down the names of six things in the lesson.

3. Tell which of the words in section 6 are nouns, and which verbs.

THE WIDOW AND HER SON.

cot, cottage.
du'-ti-ful, full of a desire to do what he ought to do.
ne-glect', not attend enough to her.
for-sake', leave *or* run away from her.

1. There was a poor widow, she lived in a cot,
   And scarcely a blanket to warm her had got;
   Her windows were broken, her walls were all bare,
   And the cold winter wind often whistled in there.

2. Poor Susan was old, and too feeble to spin,
   Her forehead was wrinkled, her hands they were thin;
   And she must have starved, as so many have done,
   If she had not been blessed with a good little son.

3. But he loved her so well, like a dutiful lad,
   He thought her the very best friend that he had;
   For now to neglect or forsake her he knew
   Was the most wicked thing he could possibly do.

4. For he was quite healthy and active, and stout,
While his poor mother hardly could hobble about;
And he thought it his duty and greatest delight
To work for her living from morning till night.

5. So he went every morning as gay as a lark,
And worked all day long in the fields till 'twas dark;
Then came home again to his dear mother's cot,
And joyfully gave her the wages he 'd got!

THE IDLE BOY.

lit'-tle	spark'-ling	gai'-ly	ei'-ther
high'-er	rab'-bits	pull'-ing	les'-son
fath'-er	in-stead'	plough	crick'-et
moth'-er	light'-ing	ev'-er-y-bod-y	sum'-mer
morn'-ing	trot'-ting	some'-thing	eve'-ning

1. There was once a little boy, not higher than the table; and one day his father and mother sent him to school.

2. It was a very fine morning; the sun shone, and the birds sang in the trees. The brook ran along sparkling in the sun; the rabbits darted in and out of their holes; and all

around him seemed to be happy and gay.

3. Now this little boy did not much like his book; and he had a great mind to play about instead of going to school. So he stopped and sat down on a bank by the side of the road.

4. And he saw a bee flying about, lighting first upon one flower, and then upon another; so he said: 'Pretty bee, will you come and play with me?' But the bee said: 'No, I must not be idle. I must go and gather honey.'

5. Then the little boy saw a dog trotting gaily along, and he called to him to come to him. 'Dog,' said the little boy, 'will you come and play with me?'

6. But the dog said: 'No, I must not be idle. I am going to help master to look after the sheep: so good-morning!'

7. Then the little boy got up and went on, and he came to a hay-rick; and he saw a

bird pulling some hay out of the hay-rick, and he said: 'Little bird, will you come and play with me?'

8. But the bird said: 'No, I must not be idle. I must get some hay to build my nest with, and some moss, and some wool too. So I'm off! Good-morning!' So the bird flew away.

9. Then the little boy saw a horse, and he said: 'Horse! good horse! will you come and play with me?'

10. But the horse said: 'No, I must not be idle. I must go and plough, or else there will be no corn to make bread with. Here comes my master! Good-morning!'

11. Then the little boy thought: 'Oh, is that the way? Is nobody idle? Is everybody doing something? All the birds and beasts, the bees, and even the little brook that runs along down to the mill? Then I must not be idle either.'

12. So he made haste, and went to school,

and gave all his mind to his lesson, and learned it very well; and the master said he was a very good boy. And, after school was over, he put on his hat, ran home, and had a good game of cricket in the long summer evening.

EXERCISES.—1. Pronounce and write:

Sparkle, sparkling	**Idle, idleness**
Play, playmate	**Trot, trotter**
Body, nobody, everybody	

2. Mention or write down the names of eight things in the lesson.

3. Tell which of the words in section 2 are nouns, and which verbs.

THE DOG AND THE WOLF.

hun'-gry	stir'-ring	re-plied'	friend'-ly
starved	fif'-ty	guard	hap'-pened
eve'-ning	trou'-ble	thieves	juic'-y
coun'-try	din'-ner	bar'-gain	fam'-i-ly
re-mem'-ber	hun'-ger	jogged	star-va'-tion

lair, the place where a wild beast lies.

1. A lean, hungry, and half-starved wolf left his lair one clear moonlight night, to look for something that might serve for his supper. On his way he met a fat, good-looking and well-fed watch-dog.

2. 'Good-night!' said the wolf. 'Good-night!' said the watch-dog. 'This is a fine evening,' the wolf went on to say; 'I just came out to look for a bit of supper.' 'And have you found it?' asked the dog.

3. 'No, indeed,' replied the wolf; 'the country-side seems to grow barer and barer. I remember the time when I could snap up a hare, or sup very well on two or three rabbits; but now—why, there's nothing, there's hardly a mouse stirring.' The dog said not a word to this.

4. 'But how is it, my friend, that *you* look so well and stout? I take fifty times the trouble that you do to get a dinner; and yet I am nearly dead with hunger. You could count every rib through my skin.'

5. 'Well,' replied the dog, 'you can live as well as I do—if only you will do the same as I do.' 'Indeed, what is that?' said the wolf. 'Why,' said the dog, 'all you would have to do would be to guard the house at night, and to keep all thieves away.'

6. 'Is that all! I should be very glad to do that. At present, I have only a cold

windy den in the woods; I can never keep myself warm and dry; I have rain and snow and hail pouring down on my head; and the frost at nights half kills me.

7. 'I should be only too glad to get a bed of dry straw, a warm roof over my head, and good food. It would be a very good bargain for me.' 'Very well then,' replied the dog, 'come along to the house.'

8. As they jogged along together in friendly chat, the wolf happened to spy a mark on the fur of the dog's neck, and asked him what it meant. 'Oh, nothing!' replied the dog.

9. 'But just tell me; I want to know.' 'Well, then, if you must know,' answered the dog, 'I am chained up in the daytime, for fear I should bite people; and I am set free only at nights. Of course I sleep in my kennel most of the day; and at night I am free to go where I please!' 'Oh!' said the wolf.

10. 'Then my master,' the dog went on to say, 'brings me big plates of juicy bones to eat; and any scraps that the family leaves are sent out to me. So you can easily see how I grow fat.'

11. The wolf here hung his head. 'What is the matter with you? Just come along; and you will be sure to like what you see.'

12. 'No, thank you,' replied the wolf; 'I like my freedom. Bones may be very good, and scraps of meat very nice; but I don't like chains, and I like my own way in the free forest. Good-night! Grow as fat as you like! But liberty and starvation for me!' And so saying, he bolted down the first opening into the darkest and thickest part of the wood.

EXERCISES.—1. Write and pronounce:

Hunger, hungry	**Food, feed**
Eve, evening	**Dine, dinner**
Sup, soup, supper	

2. Mention or write down the names of six things in the lesson.

3. Tell which of the words in section 3 are nouns, and which verbs.

THREE COMPANIONS.

mer'-ry	hedge'-rows	pro-tects'
com-pan'-ions	dog'-gie	gen'-tle-man
cour'-age	back'-wards	ra'-ther

1. We go on our walk together—
   Baby, and dog, and I—
   Three little merry companions
   'Neath any sort of sky;
   Blue, as our baby's eyes are,
   Gray, like our old dog's tail;

Be it windy, or cloudy, or stormy,
Our courage will never fail.

2. In winter the snow lies white
Under the hedgerows bleak;
Then baby cries, 'Pretty, pretty!'
The only word she can speak:
Sometimes two streams of water
Rush down the dirty lane,
Then doggie leaps backwards and forwards,
Barking with might and main.

3. Baby's a little lady;
Dog is a gentleman brave;
If he had two legs as you have,
He'd kneel to her like a slave;
As it is, he loves and protects her,
As dog and gentleman can.
I'd rather be a kind doggie,
I think, than a cruel man.

Miss Mulock.

THE MORNING BEAMS.

ris'-en	rab'-bit	feath'-ers	hon'-ey
paint'-ed	warmth	fields	yel'-low
looked	morn'-ing	clo'-ver	awak'-ened
earth	stretched	broad'-backed	vis'-its
rus'-tle	flapped	cov'-ered	friends
scarce'-ly	crowed	heath'-er	sun'-beam
break'-fast	rus'-tled	flow'-ers	flood'-ed

1. The sun had just risen. The sky in the east was painted with red and gold.

2. The sun looked down upon the earth; and there was a new day. And he sent out his beams to wake all things from sleep.

3. One beam came to the little birds in the trees. They began to stir, and rustle, and shake themselves, and then to pipe a

small, weak, faint cheep, cheep! cheep! that one could scarcely hear.

4. And then they flew out of the trees and the bushes, and set to work to look for their breakfast.

5. Then a beam came to the rabbit and waked her; and she gave her eyes a rub, and ran out of the wood into the green fields, to eat the fresh grass. And she was glad of the new warmth and the sweet morning air.

6. A third beam came to the hen-house; and the cock rose up and stretched himself, and flapped his wings, and crowed three times.

7. And all the hens shook their wings, rustled their feathers, and flew down from their perch. Then they ran out into the yard to look for some grains or worms to eat.

8. Next came a beam to the bee-hive; and the bees began to move, and to stir, and to rub their wings with their legs. Then they flew off to the fields where white clover grows, and to the broad-backed hills covered with heather.

9. Or they made their way to the garden where flowers are lovely in their beds, to

gather honey or yellow flower-dust. And the buds and bells and cups of the flowers had been just awakened too; and were looking out for the visits of their friends the bees.

10. Another beam came to the bed of a little boy. He was very fond of sleep; and he did not like to get up.

11. So he hid his face from the sunbeam, and turned to the wall. And he went to sleep again, though the birds, and the bees, and the fowls, and the rabbits, and the horses were all at work in the open fields—which were now flooded with the happy light of the new sun.

EXERCISES.—1. Pronounce and write:

Wake, awake	**Fly, flight**
Pipe, piper	**Move, movement**
Rise, raise, rouse	

2. Mention or write down the names of six things in the lesson.

3. Tell which of the words in section 11 are nouns, and which verbs.

THE SWALLOW AND THE CHILD.

lī'-lacs	de-light'	jour'-ney	ap-peared'
blos'-som	friend	wear'-y	so'-ber
cher'-ry	swal'-low	trav'-el-ling	nest'-lings
flow'-ers	ar-rive'	a-grees'	mar'-ried
twit'-ter	hun'-dred	Sep-tem'-ber	lodg'-ings

CHILD.

1. The lilacs are in blossom,
   The cherry flowers are white;
   I hear a sound below me,
   A twitter of delight;
   It is my friend the swallow
   Once more come back alive!
   'I 'm very glad to see you!
   Pray, when did you arrive?'

SWALLOW.

2. 'And I 'm so glad to *be* here;
   I only came to-day;
   I was, this very morning,
   A hundred miles away.'

CHILD.

'It was a long, long journey;
How weary you must be!'

SWALLOW.

'Oh, no! I 'm used to travelling,
And it agrees with me.'

CHILD.

3. 'You left us last
September;
And, pray, where
did you go?'

SWALLOW.

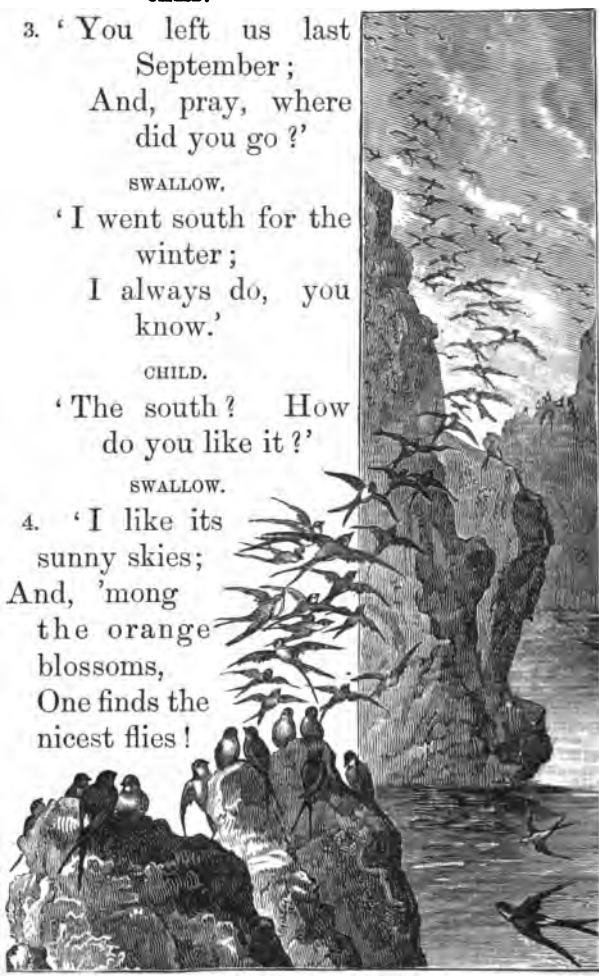
'I went south for the
winter;
I always do, you
know.'

CHILD.

'The south? How
do you like it?'

SWALLOW.

4. 'I like its
sunny skies;
And, 'mong
the orange
blossoms,
One finds the
nicest flies!



But, when the spring appeared again,
I wanted to come back.'

CHILD.

'You 're just the same old swallow!
Your wings are just as black.'

SWALLOW.

5. 'I always wear dark colours;
I 'm ever on the wing;
A sober suit for travelling
For me 's the proper thing.'

CHILD.

'Your little last year's nestlings,
Do tell me how they grow?'

SWALLOW.

'My young ones are big swallows,
And married long ago.'

CHILD.

6. 'And shall you build, this summer,
Among the flowers and leaves?'

SWALLOW.

'No; I have taken lodgings
Beneath the cottage eaves.
You 'll hear, each night and morning,
My twitter in the sky.'

CHILD.

'That sound is always welcome;
And now, good-bye!'

SWALLOW.

'Good-bye!'

THE SAILOR AND THE PARROT.

sail'-or	blow'-ing	picked	chuc'-kled
par'-rot	bal'-ance	re-ward'	shrieked
be-longed'	mo'-ment	of'-fered	perched
pal'-ace	screamed	prom'-ised	built
walk'-ing	heard	a-gree'	star'-tled
dart'-ing	launched	an'-swer	un-faith'-ful

pal'-ace, a king or queen's house.
launched, pushed it down upon the water.
perched, standing lightly on some high place, like a bird.

1. There was once a parrot which belonged to one of the kings of England. This king lived in a palace on the

banks of the river Thames—the river which runs through the middle of London.

2. He was fond of walking on the river-bank, and of talking to his parrot while he walked up and down. And he had a perch with a swing made for her on the bank.

3. On this perch the parrot loved to stand, and to look at the ships sailing up and down the river, and the little boats darting here and there, and cutting in and out among the big ships.

4. One day the parrot was seated on her perch, basking in the rays of the sun, and looking about her. But a strong breeze was blowing up the river; and, as she turned round on her perch, she lost her balance, and was blown into the water.

5. She sank for a moment. But, on coming up again, she screamed out: 'A boat! a boat! Twenty pounds for a boat! twenty pounds for a boat!'

6. A sailor, who was standing not far off, heard her cry, ran down to the bank, launched his boat, rowed out into the stream, and picked up the parrot.

7. He brought her to the king, and asked him for the reward the parrot had offered—the twenty pounds. 'Twenty pounds!' said the king. 'Come! that is too much. It is a great deal of money. It is far more than I paid for the parrot at first.'

8. 'But the parrot herself promised it me,' replied the sailor. 'Then the parrot must pay you. But, come, I don't want to be unfair; suppose we ask the parrot herself to settle it?' 'I quite agree,' was the answer of the sailor.

9. 'Now, Poll,' said the king, turning to the parrot, as she sat perched on the back of a high chair with a very knowing look in her little eye, 'tell us what this sailor ought to get. He has saved your life; what do you think ought to be his reward?'

10. The bird moved up and down; chuckled and looked, now at the king, then at the sailor, and at last shrieked out: 'Give the fellow a groat!'

11. A parrot near a palace dwelt,
The playmate of a king,
And pretty Poll of Westminster
Perched proudly on her swing.

12. The palace on the Thames was built,
Close by the water-side.
One day, Poll lost her balance quite,
And sank beneath the tide.

13. She screamed aloud: 'A boat! a boat!
A boat for twenty pounds!'
A sailor standing near the spot
Was startled by the sounds.

14. In haste he drew the parrot out,
And took her to the king;
Then Polly, with her promise fair,
Proved an unfaithful thing.

15. The sailor asked for his reward—
'Too much,' King Henry thought.
The parrot, safe on land again,
Cried: 'Give the knave a groat!'

M. White.

EXERCISES.—1. Pronounce and write:

Live, life	**Boat, boatman**
Talk, talker	**Cry, town-crier**
Pay, payer, payment	

2. Mention or write down the names of six things in the lesson.

3. Tell which of the words in section 4 are nouns, and which verbs.

THE CRIPPLED SPARROW.

spar'-row	tum'-bled	inch'-es	cov'-ered
pass'-ing	pres'-ent-ly	mid'-dle	twit'-ter-ing
crea'-ture	seiz'-ing	be-tween'	chirp'-ing
flut'-tered	chat'-ter	wood'-bine	crip'-ple

1. One morning a little city sparrow, which had in some way broken its wing, fell from its home in a tree down to the side-walk.

2. Many people were passing, and the poor little creature flut-

tered and tumbled about, trying to get out of the way.

3. His cries brought other sparrows around him, and soon it seemed as if all the sparrows in that part of the city had come to see what was the matter, and to offer their help.

4. Presently two of the birds tried to lift the lame little fellow by seizing his wings in their bills, but that plan would not work.

5. Then the whole flock began to chatter at a great rate, and at last three or four flew away. Soon one came back with a twig about four inches long.

6. This he dropped before the lame bird, and then two of the sparrows took hold of it with their bills, and held it so that the lame one could catch hold of the middle of it with his beak.

7. This the little fellow did, and, as soon as he had taken a firm hold, the other two flew away with him between them, over the fence, into the park, and into the woodbine which covered a great tree that stood near.

8. Here the flock of friends followed, twittering and chirping with great joy; nor

did they go away until they were certain the little cripple was taken care of.

EXERCISES.—Pronounce and write:

Break, broken	**Bring, brought**
Catch, caught	**Hold, held**
Joy, joyful, rejoice	

2. Mention or write down the names of eight things in the lesson.

3. Tell which of the words in section 3 are nouns, and which verbs.

ONLY A PENNY.

lol'-li-pop	be-guile'	a-way'
min'-ute	sun'-shin-y	hob'-bles
spend'-thrift	tot'-ter-ing	crutch'-es
fee'-ble	thrown	bet'-ter

spend'-thrift, one who spends too much money.

be-guile', persuade to, or entice her into.

BOY SPEAKS:

1. 'Only a penny! And that is my all!
It is almost as well to have nothing at all!
And so to the lollipop shop I will go,
Though I 'll eat what I get in a minute, I know.'

GROWN-UP FRIEND:

2. 'Stop! stop! little spendthrift, and listen whilst I
Tell you some of the things that a penny can buy;

If your mind is made up that it is not to drop
In your neat little box with the slit at the top.

3. 'There is poor little Fanny, too feeble to play;
Who sits by the window, and watches all day!
A penny would buy her a doll to beguile
Her little white face to a sunshiny smile.

4. 'Then there's Peter, the blind man who stands in the street
With his dog, who is guide to his tottering feet;
He stands in the snow and the rain the whole day;
If you give him your penny, 'tis not thrown away.

5. 'Then there's old Mary Wilson, who hobbles along
On her crutches with pain, for she's not at all strong;
You might run up to her and hand over your penny—
It's a way of being rid of it better than any.'

THE CAPTIVE OWL.

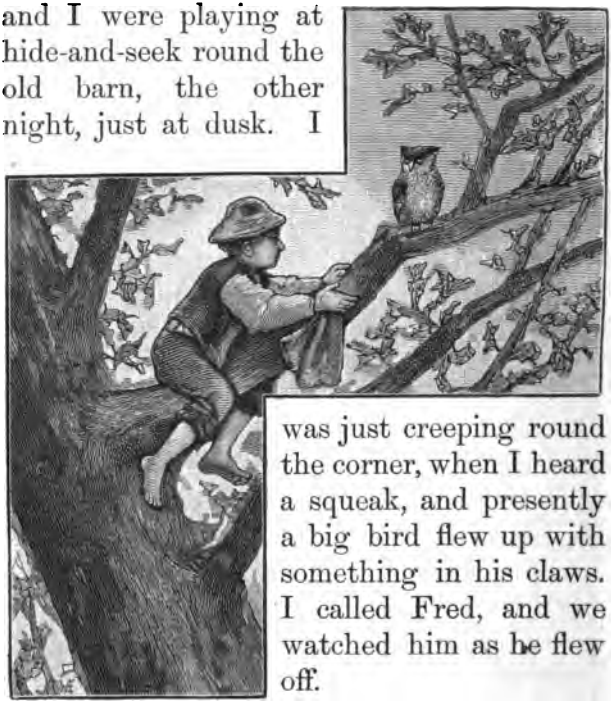
cap'-tive	squeak	man'-age	plen'-ty
friend	pres'-ent-ly	ruf'-fled	qui'-et-est
hol'-low	thought	feath'-ers	swoop
re-plied'	e-nough'	eas'-i-ly	swal'-lows

cap'-tive, person or animal taken prisoner.
mous'-er, a cat or other animal able to catch mice.
swoop down, come upon silently and swiftly, and seize.

1. 'Where did you get that owl, Harry?' said Johnnie Mason one day to his friend.

'Fred and I found him in the old hollow oak at the other end of the field.' 'How did you know he was there?' asked Johnnie.

2. 'I'll tell you,' replied Harry. 'Fred and I were playing at hide-and-seek round the old barn, the other night, just at dusk. I



was just creeping round the corner, when I heard a squeak, and presently a big bird flew up with something in his claws. I called Fred, and we watched him as he flew off.

3. 'Fred thought the bird must be an owl, and that he had a nest in the old oak. So the next day we went off to look for

him; and sure enough, there he was.' 'But how did you manage to catch him?' said Johnnie; 'I should think he could fight very hard with that short sharp bill of his.'

4. 'So he can when he is wide awake,' replied Harry; 'but owls can't see very well in the daytime; and the old fellow was taking a nap. He opened his big eyes, ruffled up his thick feathers, and kept shouting, '*Whoo! whoo!*'—'Oh! never mind *who*,' said Fred, and slipped him into a bag.

5. 'But what are you going to do with him, Harry?' 'Let him go. A young owl can be tamed very easily; but this one is too old to tame.' 'But won't he kill your ducklings and your little chickens?' asked Johnnie. 'No, not as long as he can find plenty of rats and mice. Father says an owl is a capital mouser, and can kill more mice than half-a-dozen cats put together.'

6. 'I'm glad,' said Johnnie, 'you have given me a sight of him before you let him go. What soft feathers he has!' 'Yes,' replied Harry, 'he can fly so softly that you can scarcely hear him—even in the quietest night; and that is why he can easily swoop down upon his prey and catch it.'

7. 'How odd he looks, winking his big eyes so slowly, and tossing his old head from side to side!' 'Yes,' replied Harry, 'he is watching your dog. Be quiet, sir.'

8. Then Harry went on: 'We have found out such a funny thing about the way he eats. He breaks the bones of a little mouse —snap, snap; and then he swallows the mouse whole. In about an hour or two, he throws up out of his beak all the bones and the skin of the mouse rolled up in a little ball.'

9. Next day Johnnie heard that the owl had been set free, and that he had flown off to his old hole in the hollow oak.

EXERCISES.—1. Pronounce and write:

Play, playmate	**Fly, flight**
Open, opening	**Slip, slipper**
Give, gift	**Fun, funny**

2. Mention or write down the names of eight things in the lesson.

3. Tell which of the words in section 6 are nouns, and which verbs.

COLD WATER.

stopped	thirst'-y	no'-ticed	pain'-ful
cor'-ner	hur'-ried	writ'-ten	ill'-ness
but'-ter-fly	pleas'-ant	bathed	fool'-ish-ly
weeds	edge	diz'-zy	re-plied'
e-scaped'	knelt	med'-i-cine	dan'-ger-ous

1. One warm day Willie went out to fly his kite. There was very little wind, but he ran up and down the dusty road, trying to make the kite rise in the air. While he was running, it would go up a little way; but, as soon as he stopped, down it would come again to the ground. After a while he became tired of his kite; so he put it under a bush, in a corner of the fence.

2. Then he saw a pretty yellow butterfly among the weeds by the side of the road. He ran after it, and tried to catch it; but the butterfly gave him a long chase, and escaped from him after all.

3. He was tired now, and warm and thirsty; so he hurried on to a spring which he knew was under an old oak-tree by the road-side. Willie found the shade of the tree very pleasant, and he made haste to drink of the clear, cold water.

4. He stepped out on a plank lying near

the edge of the water, and knelt down to drink; but, as he did so, he noticed something written on the plank. He stopped to read it. Some one had written there these words: 'Rest in the shade before you drink.'

5. 'Why must I wait?' said Willie. 'I am thirsty and warm, and this water is so fresh and cool! I will rest in the shade after I drink; I am thirsty now, and cannot wait.' He drank as much as he wished, and bathed his hands and face in the cool water; then he lay down to rest.

6. Soon he began to feel very strange. He was so dizzy, that he feared he was going to be ill. He hurried home, and by the time he reached the house he was ill indeed.

7. Poor Willie! He did not get out of doors again for many days. The doctor came to see him and give him medicine, and for a long time every one thought he could not get well again; but at last he did, and once more was able to go out.

8. His father said to him: 'This has been a very painful illness for you, Willie; but I think you will not again act so foolishly.'

9. 'No, father,' replied Willie; 'I have learned that it is dangerous to drink cold

water when I am very warm. I shall not do such a thing again.'

EXERCISES.—1. Pronounce and write:

Trying, trial	**Running, race**
Kneel, knelt	**Shade, shadow**
Write, wrote, written	

2. Mention the names of eight things in the lesson.

3. Tell which of the words in section 1 are nouns, and which verbs.

THE SPIDER AND THE FLY.

pret'-ti-est	pan'-try	mo'-ment	wi'-ly
soar'-ing	wel'-come	sil'-ly	fierce'-ly
cun'-ning	crea'-ture	mer'-ri-ly	sto'-ry
af-fec'-tion	hand'-some	di'-a-mond	les'-son

af-fec'-tion, love or liking.
wi'-ly, full of wiles or deceits.
dis'-mal, dark and dirty.
close, shut. (This is the *verb*, pronounced *cloze*, whereas the adjective is pronounced *cloce*.)

1. 'Will you walk into my parlour?' said a spider to a fly;
'Tis the prettiest little parlour that ever you did spy.
The way into my parlour is up a winding stair,
And I have many pretty things, to show you when you 're there.'

2. 'Oh, no, no!' said the little fly, 'to ask me is in vain;
For who goes up your winding stair, can ne'er come down again.'

3. 'I'm sure you must be weary, with soaring up so high.
Will you rest upon my little bed?' said the spider to the fly.
'There are pretty curtains drawn around; the sheets are fine and thin;
And if you like to rest a while, I'll snugly tuck you in.'
4. 'Oh, no, no!' said the little fly, 'for I've often heard it said,
They never, never wake again, who sleep upon your bed!'

5. Said the cunning spider to the fly, 'Dear friend, what shall I do,
To prove the warm affection I've always felt for you?—
I have within my pantry good store of all that's nice:
I'm sure you're very welcome; will you please to take a slice?'
6. 'Oh, no, no!' said the little fly, 'kind sir, that cannot be;
I've heard what's in your pantry, and I do not wish to see.'

7. 'Sweet creature!' said the spider, 'you're witty and you're wise.
How handsome are your gauzy wings, how very bright your eyes!

I have a little looking-glass upon my parlour shelf;
If you'll step in one moment, dear, you shall behold yourself.'

8. 'I thank you, gentle sir,' she said, 'for what you're pleased to say,
And bidding you good-morning now, I'll call another day.'

9. The spider turned him round about, and went into his den,
For well he knew, the silly fly would soon come back again:
So he wove a fine strong web, in a little corner, sly,
And set his table ready, to dine upon the fly.

10. Then he went out to his door again, and merrily did sing:
Come hither, hither, pretty fly, with the pearl and silver wing;
Your robes are green and purple, there's a crest upon your head;
Your eyes are like the diamond bright, but mine are dull as lead.'

11. Alas, alas! how very soon this silly little fly,
Hearing his wily flattering words, came slowly flitting by;
With buzzing wings she hung aloft, then near and nearer drew,
Thinking only of her bright bright eyes, and green and purple hue;
Thinking only of her crested head, poor foolish thing!— At last,
Up jumped the cunning spider, and fiercely held her fast.

12. He dragged her up his winding stair, into his dismal den,
Within his little parlour; but she ne'er came out again!

13. And now, dear little children, who may this story read,
To idle silly flattering words, I pray you ne'er give heed:
Unto an evil flatterer close heart and ear and eye,
And take a lesson from this tale of THE SPIDER AND THE FLY.

THE FOUR SEASONS—I.

seas'-ons	mead'-ows	ga'-thered
sum'-mer	but'-ter-flies	gold'-en
au'-tumn	night'-in-gale	sic'-kles
win'-ter	still'-ness	reap'-ing
be-cause'	thick'-ly	ma-chines'
Feb'-ru-ar-y	haw'-thorns	star'-lings
A'-pril	farm'-ers	har'-vest
them-selves'	straw'-ber-ries	po-ta'-toes

may, the blossom of the haw-thorn.
hue, colour.
sic'-kles, hooked knives for cutting corn.
stored, laid carefully away.

1. The Four Seasons are Spring, Summer, Autumn, and Winter. Spring is the first season of the year. It is called Spring because the flowers then begin to *spring* out of the ground. The three Spring months are February, March, and April.

2. In February the ice and snow begin to melt; the wild-flowers show themselves in the woods; and the birds sing their sweet songs of welcome to the new year.

3. In later Spring, the young lambs sport

in the meadows; the swallows and some other birds have come from over the sea; butterflies hover from flower to flower; and the nightingale is heard in the evening stillness of the woods.

4. Summer is the season of the *Sun*; and this is why it has its name. The three summer months are May, June, and July. The trees are thickly clothed with leaves; the garden is gay with flowers; and the birds are singing their songs of joy. The hawthorns are thick with may—both white and red.

5. In June, farmers begin to mow the long grass and to make hay. The fields are full of the sweet scent of mown grass, which the breezes carry along the lanes and roads, and into the villages.

6. In July strawberries are gathered; and many other berries are also ripe. It is great fun to ramble in a wood in search of wild strawberries. The wild strawberry is much smaller than the garden strawberry.

7. The old name for Autumn was Harvest. The three months of Autumn are August, September, and October.

8. Autumn is the season for fruit. Apples, pears, plums, and all kinds of fruit are ripe. The corn, too, is ripe, and has put on a golden hue. The reapers cut it down with their sickles and reaping-machines, and tie

it up into sheaves. Starlings fly about in large flocks in the harvest fields.

9. At the very end of autumn, the potatoes are dug up and stored in potato-pits. In the south of England, cider is made from apples, and perry from pears.

EXERCISES.—1. Pronounce and write:

Four, forty	**Sun, summer**
Ear, hear	**Mow, mead**
Sing, song, songster	

2. Mention or write down the names of three things that may be seen in each of the three seasons: *Spring, summer,* and *autumn.*

3. Tell which of the words in section 3 are nouns, and which verbs.

THE ROBINS.

found	scar'-let	creep'-ing	leave
lit'-tle	breast	spec'-kled	pa'-rent
hid'-den	chirp'-ing	gen'-tle	good-bye'

ten'-der, very soft. | tends, takes care of.

1. Come out into the lane with me
And see what I have found;
It is a little robin's nest
That 's built upon the ground.

2. Look! there it is, close by the tree,
Half hidden in the grass;
I see the robin's scarlet breast
As often as I pass.

3. The nest is made of tender moss,
And lined with hair and hay;
And you may see the robin's eggs
When she has flown away.

4. The robin sits for many days,
And warms them with her breast;
How glad she is when first she hears
A chirping in the nest!

5. Each little bird comes creeping out,
And leaves the speckled shell;
The gentle mother keeps them warm,
And loves and tends them well.

6. The father robin looks for food,
And feeds them one by one;
He never stops to rest himself
Until his work is done.

7. At last the little birds are grown,
And old enough to fly,
And then they leave the parent birds,
And bid the nest good-bye.

THE FOUR SEASONS—II.

win'-ter	red'-breast
af'-ter-noon	waist'-coat
ground	leaf'-less
fro'-zen	boughs
pleas'-ant	friend'-ly
bab'-ble	a-gain'

1. Winter is the season of cold, when we see very little of the sun. He rises late in the morning, stays a very short time with us, and sets quite early in the afternoon. (The word *winter* comes from *wind.*) The three

winter months are November, December, and January.

2. The snow often lies thick upon the ground; the brooks are frozen and have stopped their pleasant babble; and the little birds find it hard to pick up food anywhere.

3. Robin Redbreast comes to the windows

of the house and begs for crumbs. He has a clear sweet brave note; and his pretty red waistcoat shines out gaily through the holly, or among the leafless boughs of the garden shrubs.

4. But, when Spring comes round again, the ice and the snow will melt; and as the seasons come and go, the friendly grass will show its face again, and birds will sing, and fruits ripen, and corn be cut, over and over again. So goes round the year, Spring,

Summer, Autumn, Winter, and then Spring again.

EXERCISES.—1. Pronounce and write:

Wind, winter	**Please, pleasure**
Freeze, frost	**Come, welcome**
Grow, growth, grass	

2. Mention or write down the names of six things that may be seen in Winter.

3. Tell which of the words in section 1 are nouns, and which verbs.

THE VOICE OF SPRING.

com'-ing	air'-y	moss'-y	but'-ter-fly
hum'-ming	yel'-low	prim'-ros-es	sun'-shine
soar'-ing	cat'-kins	clus'-ter-ing	a-round'
gnats	slen'-der	vi'-ol-ets	or'-chard
wheel'-ing	wil'-lows	bleat'-ing	prom'-is-es

soar'-ing, rising in the air.
cat'-kins, the soft hairy clustering flowers which grow on willows, hazels, and other trees, and which are something like *cats' tails.*
shoot, small twig or tender branch shooting out of the tree.

1. I am coming, I am coming!
Hark! the little bee is humming;
See, the lark is soaring high
In the blue and sunny sky;
And the gnats are on the wing,
Wheeling round in airy ring.

2. See the yellow catkins cover
All the slender willows over;

And on banks of mossy green
Star-like primroses are seen;
And, their clustering leaves below,
White and purple violets blow.

3. Hark! the new-born lambs are bleating,
And the cawing rooks are meeting
In the elms—a noisy crowd;
All the birds are singing loud;
And the first white butterfly
In the sunshine dances by.

4. Look around thee—look around!
Flowers in all the fields abound;
Every running stream is bright;
All the orchard trees are white;
And each small and waving shoot
Promises sweet flowers and fruit.

Mrs Howitt.

THE CHURCH-CLOCK AND THE SUN-DIAL.

A FABLE.

gloom'-y	let'-ters	stop'-ping	shs'-dow
hid'-den	di'-al	list'-en	met'-al
him-self'	stu'-pid	sin'-gle	si'-lent
mid'-dle	mer'-ri-ly	mo'-ment	boast'-ful

sun'-di'-al, a flat slab of stone with steel or brass plate to mark the shadow of the sun.

rift, break or opening.

1. It was a gloomy day, and the sun had hidden himself behind the clouds. A church, which stood in the middle of the church-yard, had a very pretty clock, which was very proud of its looks and its bright face with letters all over it in gold.

2. Not far from the church stood a sun-dial. And on this day, when the sun was hiding his face, the clock began to talk to the sun-dial.

3. 'How stupid you are!' said the clock; 'you stand there as dull as a post, and as dumb as a stone. You never tell the hour till the sun looks out and gives you a hint to speak. I go merrily round, day and night, summer and winter, never stopping —whether the sun shines or not.

4. 'I tell the people the time to rise, the time to go to dinner, the time to go to bed; and I tell them when to come to church. Just listen, I am going to strike now—one—two—three—four. There! How stupid you look! You cannot say a single word!'

5. The sun at that very moment looked out from behind a dark cloud, through a clear blue rift in the sky. It shone upon the sun-dial, and showed, by the shadow cast from the metal plate, that the clock was fully half-an-hour behind the right time.

6. The clock was now silent, and felt very sorry for what he had said; but the dial smiled at his boastful rashness. A thoughtful silence is better than much talking or boasting.

EXERCISES.—1. Pronounce and write:

Gloom,	**gloomy**	**Proud,**	**pride**
Merry,	**mirth**	**Dine,**	**dinner**
Shade,	**shadow**		

2. Mention or write down the names of six things in the lesson.

3. Tell which of the words in section 3 are nouns, and which verbs.

BUTTER AND CHEESE.

man'-y	dai'-ry	bar'-rel	ren'-net
a-mong'	car'-ries	mid'-dle	strained
sum'-mer	shal'-low	fas'-tened	cheese'-vat
ten'-der	skimmed	thin'-ner	bot'-tom
eve'-ning	but'-ter	squeezed	sol'-id
ud'-ders	churn'-ing	sol'-id	Stilt'-on

flu'-id, that which flows. | sol'-id, that which is not fluid.

1. The cow gives us many good things; and among the best things she gives us are butter and cheese. Butter is made from

cream; and cheese from milk, or from cream, or from both milk and cream.

2. The cow spends the long summer day eating the sweet tender grass; and, when she has eaten enough, she lies down to rest. At early dawn and also in the evening the cows are brought home from the fields; and their udders are heavy with rich warm milk.

3. When the dairy-maid has milked the cow, she carries the milk to the dairy and pours it into wide shallow pans. There it stands in the cool fresh room, upon stone shelves, until the cream has risen to the top. The cream is then skimmed off and made into butter.

4. Cream is made into butter by churning. There are many kinds of churns. The most common sort is a kind of barrel, with a pole passing through the middle.

5. This pole has a handle. Fastened to it in the inside of the barrel are three or four pieces of flat board, with holes in them here and there.

6. The handle is turned round; the boards strike the cream and move or *churn* it about;

and small lumps of butter at last begin to come. It is only the solid part of the cream that is changed into butter; the thin part is called butter-milk, which is a very nice drink. It is often given to the pigs, and it makes them fat.

7. The greatest care must be taken that every part of the churn is sweet and clean; or the butter will be sour. It has therefore to be washed every day, and scoured and cleaned both with hot and with cold water.

8. Cheese is made in another way. When milk becomes sour, the white part becomes *curd*, and the thinner part is called *whey*. Now cheese is just this curd squeezed into a solid mass.

9. But the curd from which cheese is made is not the curd of milk left to get sour. The curd for cheese is got by mixing a fluid called *rennet* with the milk.

10. Rennet is got from the stomach of a calf by steeping the stomach in water. This is then poured into the milk; and in a short time the curd begins to come, and the whey is strained off.

11. The curd is then put into a cheese-vat.

This vat is like a small tub; but it has holes in the bottom, through which the whey may run.

12. The vat is then put into a cheese-press, which is let slowly down upon it so as to make the cheese more and more solid. Then the cheese is taken from the press, and placed upon a shelf till it becomes dry and firm.

13. There are many kinds of cheese—made both at home and abroad. One of the best is Stilton cheese. It is made by adding the cream of the last night's milk to the new milk of the next morning.

EXERCISES.—1. Pronounce and write:

Milk, milker	**Skim, skim-milk**
Wide, width	**Hand, handle**
Give, giver, gift	

2. Mention or write down the names of six things that may be seen in a dairy.

3. Tell which of the words in section 3 are nouns, and which verbs.

THE RIVER.

gen'-tle	pen'-sive	thought'-less	these
whence	moun'-tain	a-down'	de-lights'
whith'-er	cra'-dle	grew	cease
roam'-ing	cur'-tains	love'-ly	o'-cean

pen'-sive, thoughtful.

1. O tell me, gentle River!
Whence do thy waters flow?
And whither art thou roaming,
So pensive and so slow?

2. 'My birthplace was the mountain,
My nurse, the April showers;
My cradle was a fountain,
The curtains were wild-flowers.

3. 'One morn I ran away,
A madcap, thoughtless rill—
And many a prank that day
I played adown the hill!

4. And then, 'tween grassy banks,
I sported with the flowers,
That grew, so sweet and lovely,
Fed by the summer showers.'

5. But these delights are over,
And darkly flows my wave!
I cease to be a rover,
The Ocean is my grave.

Goodrich.

CAUGHT BY THE TIDE—I.

com'-ing	twelve	pret'-ti-est	con-sent'-ed
Rob'-ert	sea'-beach	fish'-er-man	mo'-ther
four'-teen	ga'-ther	bor'-row	beau'-ties
Wal'-ter	search'-ing	eas'-i-ly	com'-i-cal

1. Those who have seen the sea know what the tides are. The water rises slowly, and flows higher and higher up on the land, until the beach is covered; then it turns, and flows out again as slowly as it came in. The coming in of the water is called the 'flow of the tide;' the going out is called the 'ebb of the tide.'

2. One day, two boys—Robert, who was fourteen years of age, and Walter, a boy of twelve—took their little sister Ettie to the sea-beach to gather shells. They walked up and down on the sand searching for shells, but they could not find any that were very pretty.

3. 'It is too bad!' said Ettie; 'some one has been here before us and picked up all the prettiest shells. I think they ought to have left some of them for us.'

4. 'They had as much right to them as we

have,' said Walter. 'We must try to find some that no one else has seen.'

5. 'That will be rather hard to do, unless we can find a place where no one else has been for some time,' said Robert. 'Now, if we could only go over to Rocky Islet, I am sure we should find as many as we could carry. It is low tide, and the rocks are all standing above the water.'

6. 'Let us go, then,' said Walter. 'There is Jonas the fisherman's boat, just ahead of us; we can borrow that, and row over to the islet easily enough. It is not very far.'

7. Ettie was delighted, and Robert consented to go. They borrowed the fisherman's boat, and, as both of the boys could row very well, they soon reached Rocky Islet. Robert tied the boat to a large stone, and then they all began to search for shells.

8. They found many beautiful ones, which they placed in the boat. Little Ettie thought she had never seen such fine ones as some of these were. 'Will not mother be pleased,' she said, 'when she sees how many we have?—and such beauties, too!'

9. There was a pool of water on the islet, and in it were two crabs, which had been left there by the tide. Walter found them, and called to his brother and sister to come and see them.

10. They watched the crabs for some time, and laughed at their comical looks and ways. At last Robert said: 'Come, now; the tide is rising, and we must start home.' They walked to the water's edge, where they had left the boat, but it was not there. One of the oars lay on the rock, but the boat was gone.

EXERCISES.—1. Pronounce and write:

Covered, covering	**Islet, island**
Carry, carried	**Ease, easily**
Beauty, beautiful, beautify	

2. Mention or write down the names of six things in the lesson.

3. Tell which of the words in section 2 are nouns, and which verbs.

CAUGHT BY THE TIDE—II.

se-cure'-ly	ex-cept'	wav'-ing	rud'-der
drift'-ing	emp'-ty	screamed	re-ply'
a-larm'	waved	rip'-pled	si'-lent
drowned	mean'-while	washed	caused
fright'-ened	climbed	knees	care'-less-ness

1. Robert had not tied the boat securely, and the rising tide had carried it away. They could see it drifting toward the shore.

2. 'What shall we do?' cried Walter, in alarm. 'The tide will cover all these rocks. We must get to the shore, or we shall be drowned. Can you not swim to the boat, Robert?'

3. 'It is too far off,' said Robert, 'and the wind is blowing it faster than I could swim. Perhaps some one will see us, and help us.'

4. They were very much frightened. Ettie began to cry. The boys shouted as loud as they could, hoping that some one would hear them; but it was of no use, for the shore was too far off, and there was no boat in sight except the empty one that was drifting away.

5. 'Here is one of the oars,' said Robert,

picking it up. 'Let me take your apron, Ettie; I will tie it fast to the oar, and wave it, to let them know that we need help.'

6. He tied the apron fast to the oar, and

waved it, in the hope that some one would see it. Meanwhile the water was slowly rising, and they had to go back, step by

step, to the middle of the islet. They climbed upon the highest rock they could find, and stood there, shouting, and waving the oar with Ettie's apron tied to the end of it.

7. At last the water reached the rock on which they were standing. Little Ettie screamed, as a wave rippled over the rock and wet her feet.

8. 'It is of no use,' said Robert; 'no one hears or sees us. Perhaps, after all, the water will not rise high enough to cover our heads. Let us hold fast to each other, so that we may not be washed off the rock.'

9. The water was up to their knees now, and still rising. Robert told Ettie to put both her arms over the oar; then he tied her fast to it with the apron. 'There, Walter!' he said, 'that will keep her from sinking, if the water gets too deep, or washes us off the rock; and you and I can each take hold of an end and swim for some time. Let us take off our coats and shoes, before the water gets deeper.'

10. The three children kissed each other, and each of the boys took hold of the oar to which their sister was tied. Just then they

heard a shout. They looked toward the shore, and saw a boat coming out to them; Jonas the fisherman was in it.

11. The old man had seen the boat drifting toward the shore, and knew at once that it must have got away from the children, and that they were in danger. He dashed into the water and swam to the boat.

12. He found one of the oars lying among the shells in the bottom. He quickly took off the rudder, pushed the oar over the back part of the boat, and began to scull it toward Rocky Islet.

13. As he came near, he could see the children standing in the water. He shouted, to let them know that help was near. The boys shouted in reply, and soon they were all safe in the boat.

14. It would be hard to tell how glad they all were. Ettie cried and laughed by turns; she threw her arms about Jonas, and kissed him again and again. It was not long before they were safe at home once more, and Ettie and Walter were telling their father and mother all that had happened.

15. Robert was silent, for he felt that their danger had been caused by his carelessness in tying the boat; but it made him happy when his mother kissed him, and called him her brave boy.

EXERCISES.—1. Pronounce and write:

Securely, security	**Hope, hoping**
Deeper, depth	**Danger, dangerous**
Safe, safely, safety	

2. Mention or write down the names of all the persons mentioned in the lesson.

3. Tell which of the words in section 10 are nouns, and which verbs.

THE PERT CHICKEN.

chick'-en	for'-ward	padd'-ling	re-plied'
farm'-yard	tur'-keys	mead'-ow	pleas'-ant

gos'-ling, a young goose. | dork'-ing, a kind of hen.

1. There was once a pretty chicken;
   But his friends were very few,
   For he thought that there was nothing
   In the world but what he knew:
   So he always, in the farm-yard,
   Had a very forward way,
   Telling all the hens and turkeys
   What they ought to do and say.

'Mrs Goose,' he said, 'I wonder
That your goslings you should let
Go out paddling in the water;
It will kill them to get wet.'

2. 'I wish, my dear Aunt Dorking,'
He began to her, one day,
'That you wouldn't sit all summer
In your nest upon the hay.
Won't you come out to the meadow,
Where the grass with seeds is filled?'
'If I should,' said Mrs Dorking,
'Then my eggs would all get chilled.'
'No, they won't,' replied the chicken;
'And no matter if they do:
Eggs are really good for nothing;
What's an egg to me or you?'

3. 'What's an egg!' said Mrs Dorking;
'Can it be you do not know
You yourself were in an egg-shell
Just one little month ago?
And, if kind wings had not warmed you,
You would not be out to-day,
Telling hens, and geese, and turkeys,
What they ought to do and say?

4. 'To be very wise and show it,
Is a pleasant thing, no doubt;
But when young folks talk to old folks,
They should know what they're about.'

WHAT THE EARTH GIVES, AND WHAT MAN HAS TO DO FOR HIMSELF.

beasts	be-hind'	sur'-face	some'-times
ev'-er-y-thing	blan'-kets	la'-bour	fields
wheat	pro-vides'	ploughs	de-stroy'
bar'-ley	hard'-en	cot'-ton	har'-ness
ga'-thered	build'-ing	cal'-i-co	hum'-ble
thrashed	pol'-ish	at-tacked'	serv'-ants
shel'-ter	hun'-dreds	o'-ceans	weave

1. To birds and beasts the earth gives almost everything — food, clothing, and shelter; but man has to do nearly everything for himself.

2. The earth gives us all kinds of grain —such as wheat, oats, barley, and rice; but these kinds of grain want a great deal of work done to them before they can be eaten. They must be cut down, and gathered, and thrashed, and ground, and baked.

3. A cow or a sheep finds shelter for the night behind a tree, or on the side of a hill; but we require houses, and bedrooms, and beds. Tables and chairs do not grow out of the ground; nor do we find ready-made blankets upon the sheep's back.

4. Earth gives us the wood, and man makes tables and chairs; the sheep provides

the wool, and man sets to work and makes looms for the weaving of blankets.

5. The earth gives the clay; but man must shape it into bricks, and harden it with fire. The earth gives stones for building; but man must blast the rock, dig out the stone, and shape and polish it for building uses.

6. The earth gives coal, but man has to get this coal out of the earth; he must mine the coal—he must cut his way down hundreds of feet below the surface, before we can have fires to cook our food, or to warm us in the winter-time.

7. The earth gives iron; but man must dig it up with great labour, smelt it from the dirty ore, and work at it a great deal before it can be made into pots and pans, into ploughs and spades. The earth grows cotton for us in the warm countries of the west and of the east—in America and in India; but man must do a very great deal to it before we can wear it on our backs as shirts, or turn it into pretty calico dresses.

8. The power that helps man to do all this—to melt iron, to weave cotton, to grind corn, to turn wool into blankets or carpets—is FIRE. Without fire, man would have

remained only a kind of animal, very weak and helpless, and easily attacked and tormented and put to death by the larger and stronger animals.

9. When fire is applied to water, it turns it into STEAM. And it is the force of steam that does nearly all our work for us.

10. Steam draws our railway-trains; drives thousands of ships across the oceans and seas of the world; prints our books; weaves our wool and our cotton; lifts the stones to build our houses; and sometimes even ploughs our fields and grinds our corn.

11. Fire and steam are terrible forces. Of themselves they destroy; they do not build up. But man puts a yoke upon their neck, gets them into harness, and turns them into his humble servants—to draw, to fetch, to carry, to weave, to build, to print.

EXERCISES.—1. Write and pronounce:

Clothe, clothing	**Shield, shelter**
Bake, batch	**Provide, provision**
Grind, grinder, grist	

2. Mention or write down the names of six things in the lesson.

3. Tell which of the words in section 10 are nouns, and which verbs.

LITTLE BY LITTLE.

builds	show'-er	sum'-mit	min'-ute
smooth	for'-est	hon'-ey	pass'-es
rough	bow'-er	gar'-ners	glid'-ing
shore	moun'-tain	a-bund'-ance	mom'-ents
sum'-mer	cloud'-capped	sup-ply'	im-prove'

1. Little by little the bird builds her nest;
Little by little the sun sinks to rest:
Little by little the waves, in their glee,
Smooth the rough rocks by the shore of the sea.

2. Drop after drop falls the soft summer shower;
Leaf upon leaf grows the cool forest bower;
Grain heaped on grain forms the mountain so high,
That its cloud-capped summit is lost to the eye.

3. Little by little the bee to her cell
Brings the sweet honey, and garners it well;
Little by little the ant layeth by,
From the summer's abundance, the winter's supply.

4. Minute by minute, so passes the day;
Hour after hour years are gliding away.
The moments improve until life be past,
And, little by little, grow wise to the last.

COMMON WORDS.

1	2	3	4	5
hearing	silence	loudness	light	darkness
listening	noise	clang	ray	gloom
deaf	twang	uproar	beam	shade
deafness	quiet	clamour	streak	dusk
deafened	peace	hubbub	gleam	duskiness
sound	calm	shout	sunbeam	twilight
6	**7**	**8**	**9**	**10**
shine	blaze	colour	colour	colourless
glow	dazzle	hue	discolour	uncoloured
glitter	sparkle	tint	dye	hueless
gleam	light up	tinge	stain	undyed
flare	redden	shade	tinge	pale
twinkle	fire	tone	paint	pallid
11	**12**	**13**	**14**	**15**
faint	coloured	white	lily	gray
dull	bright	whiteness	ivory	dun
pallid	fresh	snow	silver	drab
faded	unfaded	paper	alabaster	dingy
dingy	gaudy	chalk	cloud	slate
tarnished	showy	milk	fleece	stone
16	**17**	**18**	**19**	**20**
red	black	pitch	brown	green
scarlet	blackness	soot	bay	pea-green
crimson	jet	raven	auburn	grass-green
pink	ink	sloe	chestnut	apple-green
reddish	ebony	negro	nut-brown	sea-green
ruddy	coal	night	hazel	olive-green

COMMON WORDS.

1	2	3	4	5
yellow	purple	speckle	vision	look
golden	violet	stripe	glance	view
blue	plum	streak	glimpse	peep
bluish	peach	fleck	peep	peer
azure	orange	mottled	gaze	pry
sapphire	copper	dappled	stare	scan
6	**7**	**8**	**9**	**10**
survey	spectator	visible	invisible	form
mark	beholder	manifest	unseen	figure
regard	looker-on	plain	dim	shape
watch	witness	evident	dark	build
contemplate	spy	obvious	foggy	mould
distinguish	scout	distinct	shaded	feature
11	**12**	**13**	**14**	**15**
shapeless	angle	curved	flat	sharp
formless	bend	round	smooth	blunt
rough	elbow	rounded	level	pointed
unshapen	knee	circular	hollow	rounded
shapely	crook	oval	concave	smooth
regular	twist	egg-shaped	bulging	rough
16	**17**	**18**	**19**	**20**
even	rough	hot	cool	cold
level	uneven	warm	cold	bitter
plain	rugged	mild	chill	biting
sleek	notch	lukewarm	coolness	cutting
polished	fold	sultry	chillness	nipping
glazed	furrow	close	freshness	piercing

COMMON WORDS.

1	2	3	4	5
wave	bubble	rain	wind	fine
billow	foam	shower	breeze	rough
surge	froth	spring	blast	coarse
swell	spray	stream	squall	common
ripple	surf	river	gale	nice
breaker	scum	torrent	storm	neat
6	7	8	9	10
watery	world	heavy	hard	taste
wet	heaven	weight	hardness	flavour
soaking	sky	load	soft	tasteless
sodden	star	burden	softness	bitter
moist	sun	light	brittle	sweet
damp	moon	easy	tough	sour.
11	12	13	14	15
smell	rest	pause	motionless	journey
odour	quiet	remain	fixed	travel
scent	calm	stand	stagnant	excursion
perfume	calmness	stop	steadfast	ramble
fragrant	pause	settle	stable	stroll
balmy	stoppage	stagnate	dead	saunter
16	17	18	19	20
travel	course	voyage	scud	move
journey	rove	sail	drift	shift
walk	roam	cruise	coast	slide
march	range	boating	guide	flit
ride	wander	swimming	paddle	glide
drive	straggle	drifting	scull	roll

COMMON WORDS.

1	2	3	4	5
traveller	wanderer	mariner	carry	carriage
wayfarer	vagrant	seaman	transport	gig
voyager	pilgrim	sailor	forward	caravan
passenger	emigrant	salt	send	wagon
tourist	rider	boatman	remove	dray
rambler	horseman	waterman	conduct	wain
6	**7**	**8**	**9**	**10**
ship	speed	moment	fortnight	brief
vessel	swiftness	second	month	sudden
brig	crawl	minute	term	quick
schooner	creep	hour	quarter	prompt
sloop	linger	day	half-year	brisk
steamer	loiter	week	year	hasty
11	**12**	**13**	**14**	**15**
newness	infant	early	beauty	fair
novelty	infancy	ready	beautiful	comely
freshness	child	late	handsome	becoming
past	childhood	lateness	graceful	ugly
gone	youth	punctual	pretty	plain
bygone	boyhood	prompt	prettiness	plainness
16	**17**	**18**	**19**	**20**
blooming	hope	fear	fearful	courage
shining	trust	trembling	fearfulness	bravery
beaming	faith	distrust	fright	valour
dazzling	safe	hopeless	dread	daring
jewel	safety	hopelessness	awe	coward
trinket	strength	despair	terror	cowardice

MULTIPLICATION TABLE.

2				3				4				5			
2	times	1	are 2	3	times	1	are 3	4	times	1	are 4	5	times	1	are 5
	"	2	" 4		"	2	" 6		"	2	" 8		"	2	" 10
	"	3	" 6		"	3	" 9		"	3	" 12		"	3	" 15
	"	4	" 8		"	4	" 12		"	4	" 16		"	4	" 20
	"	5	" 10		"	5	" 15		"	5	" 20		"	5	" 25
	"	6	" 12		"	6	" 18		"	6	" 24		"	6	" 30
	"	7	" 14		"	7	" 21		"	7	" 28		"	7	" 35
	"	8	" 16		"	8	" 24		"	8	" 32		"	8	" 40
	"	9	" 18		"	9	" 27		"	9	" 36		"	9	" 45
	"	10	" 20		"	10	" 30		"	10	" 40		"	10	" 50
	"	11	" 22		"	11	" 33		"	11	" 44		"	11	" 55
	"	12	" 24		"	12	" 36		"	12	" 48		"	12	" 60

6				7				8				9			
6	times	1	are 6	7	times	1	are 7	8	times	1	are 8	9	times	1	are 9
	"	2	" 12		"	2	" 14		"	2	" 16		"	2	" 18
	"	3	" 18		"	3	" 21		"	3	" 24		"	3	" 27
	"	4	" 24		"	4	" 28		"	4	" 32		"	4	" 36
	"	5	" 30		"	5	" 35		"	5	" 40		"	5	" 45
	"	6	" 36		"	6	" 42		"	6	" 48		"	6	" 54
	"	7	" 42		"	7	" 49		"	7	" 56		"	7	" 63
	"	8	" 48		"	8	" 56		"	8	" 64		"	8	" 72
	"	9	" 54		"	9	" 63		"	9	" 72		"	9	" 81
	"	10	" 60		"	10	" 70		"	10	" 80		"	10	" 90
	"	11	" 66		"	11	" 77		"	11	" 88		"	11	" 99
	"	12	" 72		"	12	" 84		"	12	" 96		"	12	" 108

10				11				12			
10	times	1	are 10	11	times	1	are 11	12	times	1	are 12
	"	2	" 20		"	2	" 22		"	2	" 24
	"	3	" 30		"	3	" 33		"	3	" 36
	"	4	" 40		"	4	" 44		"	4	" 48
	"	5	" 50		"	5	" 55		"	5	" 60
	"	6	" 60		"	6	" 66		"	6	" 72
	"	7	" 70		"	7	" 77		"	7	" 84
	"	8	" 80		"	8	" 88		"	8	" 96
	"	9	" 90		"	9	" 99		"	9	" 108
	"	10	" 100		"	10	" 110		"	10	" 120
	"	11	" 110		"	11	" 121		"	11	" 132
	"	12	" 120		"	12	" 132		"	12	" 144

PENCE TABLE.

2	farthings	make 1	halfpenny.	2 halfpennies	make 1 penny.
4	"	1	penny.	4 "	2 pence.
8	"	2	pence.	6 "	3 "
12	"	3	"	8 "	4 "
16	"	4	"	10 "	5 "
20	"	5	"	12 "	6 "
24	"	6	"	14 "	7 "
28	"	7	"	16 "	8 "
32	"	8	"	18 "	9 "
36	"	9	"	20 "	10 "
40	"	10	"	22 "	11 "
44	"	11	"	24 "	12 "
48	"	12	"		

3	pennies	make a threepenny piece.
4	"	a fourpenny piece.
6	"	a sixpence.
12	"	a shilling.

2 shillings make a florin.
2 shillings and 6 pence make a half-crown.

5	"	a crown.
10	"	a half-sovereign.
20	"	a sovereign, or, a pound.

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1 SHILLING

is made up of	2 sixpences.
or of	3 fourpences.
or of	4 threepences.
or of	12 pennies.
or of	24 halfpennies.
or of	48 farthings.

1 FLORIN

is made up of	2 shillings.
or of	4 sixpences.
or of	6 fourpences.
or of	8 threepences.
or of	24 pennies.
or of	48 halfpennies.
or of	96 farthings.

1 HALF-CROWN

is made up of	2 shillings and 6 pence.
or of	5 sixpences.
or of	10 threepences.
or of	30 pence.
or of	60 halfpence.
or of	120 farthings.

1 CROWN

is made up of	5 shillings.
or of	10 sixpences.
or of	15 fourpences.
or of	20 threepences.
or of	60 pennies.
or of	120 halfpennies.
or of	240 farthings.

Pence.		Shillings.	
12	make	1	
18	"	1	and 6 pence.
24	"	2	or, a florin.
30	"	2	and 6 pence, or, a half-crown.
36	"	3	
42	"	3	and 6 pence.
48	"	4	
54	"	4	and 6 pence.
60	"	5	or, a crown.
66	"	5	and 6 pence.
72	"	6	
78	"	6	and 6 pence.
84	make	7	
90	"	7	and 6 pence.
96	"	8	
102	"	8	and 6 pence.
108	"	9	
114	"	9	and 6 pence.
120	"	10	or, a half-sovereign.
126		10	and 6 pence.
132	"	11	
138	"	11	and 6 pence.
144	"	12	

(The first = is to be read '*is the same as*;' the second = to be read '*which is the same as.*')

4	farthings	=	2	halfpennies	=	1	penny.
12	"	=	6	"	=	3	pence = 1 threepenny.
16	"	=	8	"	=	4	" = 1 fourpenny or groat.
24	"	=	12	"	=	6	" = 1 sixpenny.
48	"	=	24	"	=	12	" = 4 threepences.
					=	2	sixpences = 1 shilling.
96	"	=	48	halfpennies	=	24	pence = 8 threepences.
					=	4	sixpences = 2 shillings.
					=	1	florin.

12	pence	=	1	shilling.
24	"	=	2	shillings = 1 florin.
30	"	=	2	shillings and 6 pence = 1 half-crown.
60	"	=	5	" = 1 crown.
120	"	=	10	" = 1 half-sovereign.
240	"	=	20	" = 1 pound or sovereign.

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